(*a*) how many appointments have been made for the new Jenmikaram Settlement office ;

(*b*) what is the number of Muslims who applied for appointments in the said office ;

(*c*) how many Muslims have been appointed till now ; and

(*d*) what is the nature of the appointments made ?

RAO SAHIB DR. N. KUNJAN PILLAI (*Ag. Chief Secretary to Government*) : (*a*) 152 appointments.

(*b*) 15 applications.

(*c*) 9 appointments.

(*d*) 2 Additional Taluk Jenmikaram Settlement Officers; 1 clerk : 3 copyists : 3 Peons.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*) : May I know from the member whether all the appointments made were given effect to simultaneously ?

RAO SAHIB DR. N. KUNJAN PILLAI (*Ag. Chief Secretary to Government*) : No.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*) : May I know why there was delay in giving effect to all the appointments ?

RAO SAHIB DR. N. KUNJAN PILLAI (*Ag. Chief Secretary to Government*) : The appointments were made and given effect to according to necessity.

DEMANDS FOR SUPPLEMENTARY GRANTS—(*contd.*)

DEPUTY PRESIDENT: We now proceed to the discussion of the Education Reforms Committee Report.

MR. A. THANU PILLAI (*Trivandrum—Rural*) : Before we proceed with the further discussion, may I make one request ? There are three more official days. According to the first notice, two days are set apart for the discussion of the Committee's Report, two days for official legislative business and one day for other supplementary demands. May I make a request that more time may be made available for the discussion of the Committee's Report in case we are able to see that all the three days are not required for the official legislative business and the other supplementary demands so that the discussion may not be closed to-day ?

DEPUTY PRESIDENT : I think that may be arranged. After finishing the other business, any time available can certainly be used for the purpose.

MR. T. P. RAMASUBBA AIYAR (*Nominated*) : That is we will get at least one more day.

DEPUTY PRESIDENT : Mr. K. Kunjukrishna Pillai has already stood up to speak.

MR. K. R. ELENKATH (*Kalkulam I*) : A point of order, Sir. We have to vote upon the demand.

DEPUTY PRESIDENT : You must put a question on the point that arises, without any explanation. What is the question?

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MR. K. R. ELENKATH (*Kalkulam I*): From the Chair we are made to understand that, if, during the official business days, time is available, you will allow us to continue the discussion. I would like to know whether the voting of the demand is to take place this evening or after the whole discussion.

DEPUTY PRESIDENT: It goes without saying that, when the discussion is allowed to continue, voting will be at the end of the discussion.

MR. N. E. VARUGHESE (*Tiruvalla I*): ഇന്നത്തെ പ്രസംഗത്തിനു ശേഷം യക്തിപ്രം ചെയ്തിട്ടുണ്ടോ?

DEPUTY PRESIDENT: That has been already explained, Mr. Kunjukrishna Pillai is in possession of the House.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I was at the question of the amalgamation of the Colleges and I was saying that it is necessary to have all the classes within a single area so that it may be of effect as anticipated in the Report. I have got also another reason to say that the separate existence of Intermediate Colleges cannot be justified even on other grounds. The existence of separate Intermediate Colleges, whether they be considered as part of the University Courses or separate from the University as post-High-School classes, it has to be admitted that they must either be an adjunct to the High Schools or they must be an adjunct to the Colleges. Intermediate classes will suffer and greatly suffer if they are isolated and placed in a sort of *Trisankhuswarga*. In my opinion and in the opinion of learned educationists whose works I have read, it is absolutely necessary that Intermediate Colleges should be attached to Secondary Schools. That may be accepted; or if they are considered as University Classes, they may be attached to the University Colleges. If they are not attached in one way or the other, I think they must be made to conform to one or the other. Because of our connection with the University, the idea of connecting them with the Secondary Schools of the State is out of question. So we have to take that they are part of the University Courses and therefore they should not be separated. If Intermediate Classes alone are situated in a particular institution, it is obvious that the tuition that they will get will be inferior to the tuition given in Intermediate classes which are attached to First Grade Colleges or colleges with Honours Courses because the Professorial staff in such colleges will be more efficient and Intermediate classes in such institutions will get better tuition and better instruction than the isolated Intermediate Colleges. That is another argument that I advance to support the view that Intermediate College as such should be discourged and should not be encouraged by Government. It has been the tendency in recent years of the Madras University not to encourage the formation of Second Grade Colleges. We are already spending money, and if you spend more money, that money should be spent usefully. If we give only two years of instruction in the High School classes and two years of instruction in the collegiate classes, that will not at all be effective. So spend some more money and give college students a chance of getting at least four years' college life in an ideal institution which Mr. Statham has pictured so well in his Report. I am at one with him when he wants

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a magnificent show to be run. I must tell him that he should not have subordinate troops to run parts of the show in other places of Travancore. That is all I have to say with regard to that.

Then with regard to the raising of fees in colleges, I have to say a few words. Sir, it is not argued and I have not been arguing that we want reform without expenditure. But the raising of fees in the Colleges, when we consider the capacity of the average man who sends his boy to colleges in Travancore, cannot be justified. A majority of the students who come to colleges are from families which are not poor enough to get a scholarship and which are not rich enough to pay any additional fee. The majority is like that. And that fact has to be taken into consideration before any question of the increase of fees is considered. I do grant that Government stand in need of financial help with regard to expenditure on education. That fact cannot be forgotten. When Government in introducing compulsory primary education will be making education more and more efficient they have to get money and such money has to be found by a general cess or something like that instead of taxing the man who sends his boy to the college. The average man cannot afford to pay anything more by way of fee for the education of his boy.

Another fact which I wish to bring to the notice of Government is that, when admission is restricted, and I am surely at one with Mr. Statham, in that to first grade institutions like this only the best talent in the State can be given the opportunity. I do grant that treasure and waste material cannot be mixed up in the same basin, but some provision must be made for students who mean to get some standard of efficiency. Many students who have been bright in schools and who have been undergoing instruction in the denominational colleges especially have complained of the very many difficulties they have to experience. Taking into consideration that fact, I would earnestly urge upon the Government the necessity of opening a college at Mavelikara which was once under the consideration of Government. I leave that question to the consideration of Government.

Then with regard to the recommendation of the Law College, I do not agree with the authors of the report because we find that the academic efficiency as disclosed by the test of examinations has never been a test in the matter of success or otherwise in the legal profession. We have seen mediocrities flourishing very well in the profession and very efficient students being impoverished and failures in the profession. It is a peculiar profession and I must say that the test suggested for admission in the Colleges by Mr. Statham cannot be accepted.

Then I come to the Women's College. At the risk of being called a misogynist, I would agree with Mr. Statham in saying that only co-education facilities need be given to women who want instruction in the collegiate courses of study. They are undertaking college education to get appointments. They say that they are equal to anybody to any male, that they are prepared to compete with us, that they are prepared to work along with us, and that they are prepared to undertake and execute the same kind of work executed by their brothers. When they

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are not going to be protected soon after they pass the Degree Course, and they are going to compete with men in any branch of life after that, I do not see any reason why they should not get themselves educated in men's colleges. I think it would be an advantage in the competition of their future life. I agree with the Committee's suggestion that the Degree courses in the Women's College be abolished and additional facilities be given to them in the men's college.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether the Intermediate Course may also be amalgamated with the Men's College?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I am concerning myself only with the suggestion made by the Committee and I do not think it is necessary to make a suggestion with regard to the Intermediate classes in the Women's College. Personally speaking, the Intermediate classes also may be accommodated in the men's college. But I do not think that the opinion in our country is advanced enough to accept the suggestion. They are defective and we have to accept the limitations because we cannot absolutely ignore the prejudices of the country.

So I suggest that no provision should be given to Intermediate classes alone. I do not understand why the Committee has paid so much attention to the staff of the Women's College alone. The Committee has suggested drastic changes on account of the sending away of inefficient and poor teachers due to the closing of a number of institutions and not a tear has been shed on their account. The Committee has been over-anxious to secure appointments for women teachers who are now employed in the Women's College. They say—:

> "In this connection, we would advise Government that careful consideration should be given to the question of the retention of the present staff after the B. A. courses are given up."

Of course they have got permanent jobs and Government will make provision for them. If there is a provision to give them six months' notice, that must be done if their services are not necessary. Simply for the matter of providing for them or safe-guarding their positions in the Women's College, no such recommendation should be accepted by Government. I think that no such distinction is necessary. They also suggest that tutorial work may be done by the staff with advantage. I ask why in the residential colleges they do not want extra provisions like that. How will they give the training to the Law College girl students or to the girl students of the Science College who have not got opportunities for getting the system of tuition? I do not think Government will accept shoddy sentiment in this matter.

Then I want to say a few words with regard to the recruitment of the staff in colleges. I think the recruitment of the staff in the colleges is a matter that ought to be considered very well by the Government and the Director. We find that at present there are very inefficient hands who are absolutely unfit for giving instruction in colleges. Third Class Honours men should be sent away from the colleges. There are ever-so-many third class Honours men who merely on account of their

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long service remain in the colleges without even once opening their mouths in the classes but spending their time in correcting compositions, while first class men with first class Honours are ignored merely on account of the fact that they were entertained only later in service. I think college education is a luxury in a way. It is a provision for the most efficient work and it can be obtained from the most efficient men for the benefit of the State. Colleges should be provided with the most efficient staff. The Director should see that instruction should be given to students in colleges only by people who are properly qualified. I would suggest that all people with third class qualifications should be sent away to look after some other work. There is a lot of complaint with regard to the promotions in various branches. Promotions are given as accidents occur. A man may become a Professor within three years because some people die or go out of the department. A general cadre must be introduced for the purpose of giving promotion in the collegiate staff. Otherwise it will work hardship.

I would suggest that, in view of the drastic retrenchment made in the pay of collegiate staff in British India, something similar must be done in regard to the pay and emoluments of Professors and Tutors in our colleges as well.

DEPUTY PRESIDENT: Your time is up.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Five minutes more and I am finished. A word about the composition of the Committee. The Director should give an assurance that not more than one-fourth of the vested interest, mainly the management and the teachers who are directly concerned with aided schools, will form part of the Committee. At least 60 per cent. must form the elected members of the Council and the Assembly and fifteen per cent. alone be retained for nomination from among the depressed classes.

Sir, Mr. Statham towards the close of his remarks made a protestation that he was only actuated with a sincere desire for the advancement of education in the State and that no other motive weighed with him in making these recommendations. I for my part accept his statement and I may assure him that when I made my remarks I also was moved by the same ideal namely the advancement of education in our State. I am very thankful to you, Sir, for your forbearance.

SRIMATI T. NARAYANI AMMA (*Nominated*): Before I begin my observations on the Report of the Education Reforms Committee, I wish, Sir, to thank the Government of His Highness the Maha Raja for the privilege that has been extended to us, the members of this House, to discuss the Report. It is a rare privilege so far as this House is concerned and a healthy move so far as such reports are concerned. We feel grateful that unlike some other reports which are gathering dust in some of the archives of the Secretariat, the Education Reforms Committee's Report gets the benefit of a discussion by the non-official members of the legislature, the welcome impression thereby created being that early action on the report is being contemplated by the Government. This is certainly as it ought to be, and the policy adopted by the Government will, I am sure, be immensely appreciated.

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[Srimati T. Narayani Amma.]

Coming to the Report, Sir, there can be no difference of opinion whatever that it is a very weighty and valuable document which redounds to the credit of the distinguished President of the Committee and his esteemed colleagues. The Committee has spared no pains in making an earnest study of the various aspects of the educational problem in Travancore and has made several important suggestions, which if carried out will give a new orientation to the educational ideals and educational arrangements in the State. The Committee has found several sore spots in the educational structure and has not hesitated to call a spade a spade. The fundamental aims of education has been well kept in view by the Committee in their general criticisms and in many of their recommendations—recommendations which in my opinion will go a long way in improving the educational system in Travancore and in increasing the efficiency of instruction imparted in our Schools. I believe that, whatever differences of opinion there may be with regard to details, the principles underlying such recommendations will generally be recognised as sound.

I am exceedingly sorry, however, to have to find out that the same thing cannot be said of some of the other recommendations made by the Committee. The recommendation, for instance, that His Highness the Maharaja's College for Women should confine itself in future to the Intermediate Arts and Science and that the degree classes should be closed is one which will be widely protested against. The amount of hesitation with which the Committee has approached the question shows that the Committee is not unaware of the opposition which the recommendation would give rise to.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know whether the member is aware that the secretary of the women's conference disclaims that they have anything against the recommendations of the Committee on that point?

SRIMATI T. NARAYANI AMMA (*Nominated*): I have no information. The Committee admits that it was only comparatively recently that the college achieved the status of a First Grade College. The Committee is fully aware also of the fact that the public of the State are both proud of the college and are keenly interested in its future. Yet the learned members of the Committee say that they are not satisfied that as at present organised the college deserves further encouragement. The non-residential nature of the college may be said to be a defect and the Committee has done well in recommending provision for residential accommodation though opinions may differ whether it should be made compulsory forthwith. But, why should the degree classes be closed? The reasons advanced are not convincing. The number of students in the B. A. classes may now be comparatively small. But is there any cause for being alarmed at the smallness of number? No college can grow without chances being given to it for expansion. There would have been more students in the B. A. classes

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if the Mathematics section had not been closed and if the college had been affiliated in other branches also. I may in this connection point out that the Women's College has had the best results in the University Examinations. In the B. A. classes they have had cent. per cent. success with classes and distinction in all parts. Under such circumstances it is not a wise step to abolish the B. A. classes. The status, position and individuality of the college will be greatly affected by the adoption of the Committee's proposal. The high degree of education attained by the women of Travancore has received warm commendation from all quarters and there is no doubt whatever that one of the factors which contributed to its name and fame is the existence of a Women's College. And the conversion of the college into a first grade institution was hailed with satisfaction by every one interested in women's education and women's advancement. It is an undeniable fact that this forward move has given an additional impetus to women's education in Travancore. I for one am not against co-education. But, at the same time, I feel very strongly that a separate first grade collegiate institution for women is an imperative necessity in Travancore. There are certain sides of women's character which could properly develop only in a women's institution. The fact, therefore, that we have men's colleges here, where women also could study, is no argument in favour of the abolition of the degree classes in the only institution of its kind in the whole State. And may I, Sir, ask the Committee whether there are not other towns in India, where more than one women's college exist side by side with several men's colleges? And what about the separate women's colleges in Japan, England and other countries? Much more is the need of a first grade women's college in Travancore, where women's education has yet much headway to make. Above all, in the scheme of a Travancore or Kerala University, there is a definite place for a first grade women's college in Trivandrum, and we women cannot bring ourselves to think of its position being lowered.

I am also entirely opposed to the recommendations made by the Committee in regard to the employment of married women in the educational service. The Committee admits that taking all grades of work in the Educational department into consideration they feel that there are no great disadvantages, but in fact some advantages in recruiting or retaining married women as teachers in the departmental primary schools. But they proceed to say that for work in the secondary schools and in the administrative branch they do not consider it desirable to recruit or retain married women. How the Committee has arrived at such a conclusion is not quite clear from the report. The Committee says that there are *"obvious"* difficulties in the way of a married woman, particularly a married woman with a family, doing inspecting work or teaching work in the higher grade institutions. To us the difficulties are not so obvious as they are to the Committee. (*Laughter*) In fact, Sir, the difficulties are rather imaginary than real. If it is a question of efficiency, I ask whether married women in the administrative branch and in the higher grade institutions have

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ever given room for complaint about their work? My information on the other hand is that their devotion to duty and efficiency in work have never been questioned. Why should the Committee then be frightened at the idea of marriage in the case of women? If the Committee thinks that a married woman's interests will be divided between her home and her work, and as such her work will suffer, I cannot help pointing out that the learned members of the Committee are entirely mistaken. A married woman will have even a better sense of responsibility than an unmarried woman and see that her home life does not intefere with her work.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Will not her official work interfere with her household work?

SRIMATI T. NARAYANI AMMA (*Nominated*): That is a difficulty in the case of unmarried women and even men. (*Laughter.*) Causes for distraction are common to all. In such matters, what has to be considered is not the sex to which a person belongs, but whether the work suffers. And if it does, I have not the least objection in action being take against the offenders. Inefficiency ought to be visited with condign punishment whether the offenders be men or women, married or unmarried.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Is it the member's idea that no special treatment need be given to women and that all cases alike must be judged according to standards of efficiency alone?

SRIMATI T. NARAYANI AMMA (*Nominated*): I wish I am not interrupted, Sir.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): I am sorry.

DEPUTY PRESIDENT: You may proceed, Mrs. Narayani Amma and, if possible, answer Mr. Parameswaran Pillai's question.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): No, Sir, I do not press.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I ask why, if the member did not want an answer to his question, he put it? (*Laughter.*)

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): I withdraw my question, Sir.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Can a question be withdrawn, Sir?

DEPUTY PRESIDENT: Certainly.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Once it is asked, does it not become the property of the House?

DEPUTY PRESIDENT: It depends on the volition of the person who puts the question to wait for answer or to withdraw his question.

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SRIMATI T. NARAYANI AMMA (*Nominated*) : It is not right to say that a woman will become inefficient as soon as she marries.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Does the Report say that married women are inefficient? So far as I remember, it does not.

SRIMATI T. NARAYANI AMMA (*Nominated*): What I wish to point out is that the idea that a woman will be come inefficient as soon as she becomes married is absolutely unwarranted. On the other hand, she is likely to have a more hopeful and a more happy outlook on life which will greatly help her in her work and make her work more efficient. Then again, Sir, when the Committee has not only no objection but finds also some advantage in recruiting or retaining married women as teachers in the primary schools, it is absolutely difficult to understand why the same principle cannot be extended to married women in the secondary schools and in the administrative branch. I am constrained to point out in this connection also that there is already a tendency among young ladies to remain unmarried. The Census Commissioner in the Report of 1931 says: —

> "The phenomenal progress women have made in education, the economic independence they are gaining and the political consciousness that has been awakened in them, have begun to act as a break on their desire to enter into matrimonial bondage. Several of them, especially the educated young women of the Nair and Christian communities, are now content to remain single, earning their livelihood by their own labours or devoting themselves to social work if they have other means to live upon. The change in the attitude of women towards marriage is so recent and the number of them who have come under its influence so far are comparatively so few that the effect of the change is not yet visible in the census figures of civil condition. But if the future progress is going to be as rapid as it has been in the immediate past, the next census is likely to record a distinct shrinkage in the number of marriages contracted".

The above extract from the Census Report must be read, marked and inwardly digested by those interested in the social and economic position of women. I feel that there is absolutely no exaggeration in the statement made by the Census Commissioner. The next census will in all probability record a distinct shrinkage in the number of marriages. And if the Statham Committee's recommendation is going to be accepted, will not the position be worse still? Whatever may be one's view, based on western ideals regarding such a state of affairs, the tendency referred to by the Census Commissioner is one, which, in my opinion, ought not to be encouraged. From this point of view also, therefore, the recommendation in question is ill-suited to conditions in Travancore and ought not be given effect to. Further, the problem of unemployment among educated women will be made more complicated by the adoption of such a proposal. As it is, the Department of Education is the only branch of administration where qualified women can get the largest number of appointments. The Committee's recommendation is, in effect, shutting the door against a large number of them and sending away a large number of others. I ask, Sir, in all earnestness, whether this is justifiable.

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Marriage and motherhood are the primary rights of women, and it is unjust for any one to deny those rights to those who wish to have them. The question may be asked whether the Committee prohibits marriages. In effect, Sir, that is what the Committee does. The modern woman's mentality is in favour of economic independence. If therefore there is a rule like the one recommended by the Committee, the modern woman would rather refuse her offers of marriage than her job. The tendency referred to by the Census Commissioner will thus be encouraged. Is this desirable, I ask? Is it right to discourage the cultured and educated women of the country from entering into the sacred bond of matrimony?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): What is the trend of the statement of the Census Commissioner in regard to population in Travancore?

DEPUTY PRESIDENT: Please let the member go on. Members may ask questions when she is about to finish.

SRIMATI T. NARAYANI AMMA (*Nominated*): After referring to the difficulties in the way of a married woman doing inspection work or doing teaching work in the higher grade institutions, the Committee proceeds to say that, apart from such difficulties, the Committee feels that the large unemployment amongst educated young men or young women should by itself necessitate the withdrawal from employment of a woman working in the Education Department, who desires to get married. The Committee thus wants to impose a ban on married women in service to assist the solution of the problem of unemployment. The fallacy underlying such a view is so transparent that I do not wish to expatiate on it.

Then again, Sir, the proposal to disband married women from service will mean a lot. It will mean that Government, without any fault on the part of their faithful servants, propose to throw a large number of them out of work, thus causing untold hardship on several families.

Viewed from every standpoint, therefore, the Committee's recommendation, relating to married women in the higher educational service, is illogical, unjust and improper. And I fully trust that it will not be sanctioned by the Government. There are a few other recommendations also which I wanted to speak about; but I do not propose to do so for want of time. I shall only just mention one more fact, namely, that the proposed amalgamation of the Women's Inspectorate with the men's Inspectorate, so far as primary schools are concerned, is one which is not free from evil.

I wish also to add that the Committee would have done a real piece of service to the cause of women's education if they had suggested a definite scheme for the encouragement of women's schools with courses of study specially suited to the needs and requirements of women, more or less on the lines of institutions affiliated to Professor Karve's Indian Women's University.

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In conclusion, I beg to express my appreciation once again of the good work done by the Committee, many of whose recommendations are commendable, a few alone being such as should on no account be sanctioned by the Government.

MR. M. SIVATANU PILLAI (*Tovala*): Did Mr. Changanachery Parameswaran Pillai catch the eye of the President first?

DEPUTY PRESIDENT: In fairness to me, I wish members do not put such a question to me. I hope I will be understood in the proper spirit. Who caught my eye first is a matter in which no member ought to question me. (*Hear, hear.*) Further, the Chair has got a certain amount of discretion in these matters. I hope no such point will be raised in future.

MR. S. J. NAIR (*Nedumangad*): May I take it that I caught your eye at least second, Sir? (*Laughter.*)

DEPUTY PRESIDENT: Mr. S. J. Nair is clearly out of order. Mr. Changanacherry Paramesvaran Pillai will speak now.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Sir, I wish to make a few observations with respect to some of the aspects of the Report of the Education Reforms Committee which is now under the consideration of this House. Let me, at the very outset, say that the Report is a very refreshing and lively document; and great industry and enthusiasm have been brought to bear upon the very difficult task entrusted to the Committee. And, I should congratulate the Committee, and especially Mr. Statham, upon the very excellent Report that he has made on the subject. Mr. Statham himself has conceded that some of the recommendations made by him are drastic and even revolutionary.

But it appears to me that the evils of the present system of education have grown so serious and become so dangerous that the application of even drastic and revolutionary remedies are justified. The House knows that for a very long time, nay for the past fifty years, I may say it has been over and over again stressed on the platform, in the Press and on the floor of this House, that the system of education that we are pursuing is purely literary in character, that it does not fit people to pursue any particular avocation in life after they have left the schools, that it creates and encourages unemployment in the country and that it disturbs the political and economic atmosphere in the country by creating discontented educated people. The Committee, I am glad to say, has placed its finger upon the most sore spot in the educational system in the country. The peculiar feature of this Report is that it endeavours to substitute in the place of a purely literary education, so far as the schools are concerned, an alternative course of technical education. The diversion is sought to be made at the end of the fourth form. At that stage the ordinary student is diverted from pursuing a purely profitless literary education, to a course of technical education in continuation classes in the same school or the technical school pure and simple. That, I consider, is the most important and the most salient feature of this Report. How far the recommendations

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of the Committee in regard to technical education either in continuation classes or technical schools are practicable, is a different matter. But it has been recognised, I think, by this House that it is a long overdue reform. It may be objected that the establishment of these technical schools at the present stage will tend to create another kind of unemployment, namely, unemployment of technically educated people, (Mr. M. Sivatanu Pillai : *Hear, hear*) for, at present, there are not enough technical or industrial institutions in the country which can absorb all the students ; it might be also that these technically trained students might not have sufficient initiative or capital to enable them to start industries independently even though some of them may be cottage industries which require no investment of capital. It is therefore necessary, as it has been rightly pointed out by Mr. Statham, that an economic and industrial survey might be forthwith undertaken by Government and facilities found for starting such industries as might give employment to them. I believe that, before the starting of these industrial schools, the Government will pay particular attention to this recommendation of the Committee and will immediately start a scheme of industrial and economic survey, explore the avenues of new industries either factory or cottage, and take every step necessary to start those industries, so that by the time the students are ripe for employment they might be absorbed. If that is not done, these technically trained hands will also clamour for school master's posts as has been the experience in the case of some students of technical institutions such as agricultured schools, and the Director of Agriculture will bear me out in this respect.

Now, Sir, with these preliminary remarks, I proceed to make a few observations in regard to some of the particular recommendations of the Committee. I should like first of all to draw the attention of the House to the recommendation that the Director of Public Instruction should also be the Secretary to Government in the Education Department. In support of this recommendation the Report refers to the delay in getting the proposals of the Director sanctioned by Government and proceeds:—

> "We regret to have to state that from the evidence before us it would appear that the Government have not always paid sufficient attention either to the laying down of a sound educational policy or to the supervision of the policy being pursued by the Education Department. In spite of Conferences held from time to time and in spite of the recommendations of various Committees, there are a number of important matters, connected with educational administration, upon which no final action has yet been taken ; and it would appear that the Government found it difficult to arrive at decisions and take action on many matters which were long over-due for settlement".

Now, this is a very severe indictment of the administration of the State. Nevertheless, I am willing to admit that it is true. But it is true not only of the Education Department but of every other department in the State as well. If you make a searching enquiry into the working of any other department in the State, the same remarks would

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be found applicable equally to it. I can speak with some authority at any rate in regard to the Judicial Department with which I was connected directly and indirectly for over thirty years.

DEPUTY PRESIDENT: I think, Mr. Paramesvaran Pillai, you will confine your remarks to the Education Department alone.

MR. CHANGANACHERRY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): I am not going to say anything more in regard to the other departments. I am only trying to support my position with reference to other departments. Therefore, if we carry the proposal of Mr. Statham to its logical consequences, we will have to make the Head of every department in the State the Secretary to Government in that department. The Chief Justice must be the Secretary to Government in the Judicial Department; the Revenue Commissioner must be the Secretary to Government in the Revenue Department, the Police Commissioner the Secretary to Government in the Police Department and so on. Now, this is neither practicable nor desirable. It is not proper that the officer who initiates the policy should also be the final deciding authority upon that. Therefore, I regret I cannot commend to Government the proposal made by Mr. Statham. I must, however, admit that he has diagnosed the disease very correctly, because the Report says.—

> "The present highly centralised system gives little or no opportunity to the Dewan and the Secretariat to undertake a detailed examination of the educational matters which the framing of sound policy and the adequate control of expenditure require".

It is this highly centralised system of Government that is at the root of this evil. I grant that. But what is the remedy for this centralised system? It is not to make the Departmental Heads Secretaries to Government, but to give relief to the Head of the Administration by creating a Council of Ministers. The Education Department will then be administered by a Minister who can devote his full attention to the department. This will also have the effect of saving the official members from the delicate situations in which official members are sometimes placed in answering questions. A few minutes ago the Financial Secretary was driven to such an unenviable plight. In answering questions he was not courageous enough to say that he was answering on behalf of Government, but had to qualify it by saying that he was answering on behalf of Government in his department or something like that. However that may be, it appears to me that the remedy suggested by Mr. Statham is not at all a suitable remedy.

Coming to the particular department of Education, namely, Primary education, to which I wish to confine the remarks mainly, I wholeheartedly support the recommendation of the Committee that the Primary Schools might be converted into mixed schools. I agree also to the proposal that the staff of such schools might also be mixed and that the Primary School course might be extended from four to five years. It appears to me that, if the boys in the Primary Schools should really acquire a permanent and lasting literacy, a five-year course is absolutely

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necessary. In all the civilised countries of the world, they have increased the school-going age of children. In England, I think, it has been raised from 13 to 15. It is therefore a matter for congratulation that the Committee has bestowed its attention on this important matter and recommended the extension of the Primary course from four to five years.

But there is one aspect of the administration of these schools, which I should like to protest against most emphatically, and that is what has already been referred to by the lady speaker, namely, the placing of the school mistresses in these mixed Primary Schools under the control of the Inspector of Schools. Mr. Statham in his very illuminating speech referred to the objection to placing the Assistant Inspectresses of Schools under the Inspector of Schools. I am not so much afraid of the control of the Inspectors over the Assistant Inspectresses because the Assistant Inspectresses are officers of some standing, and I have no doubt they will be able to take care of themselves. But the same thing cannot be said of the unfortunate girl teachers in the mixed schools. That is a system which was tried and found wanting and therefore abandoned nearly 25 years ago. The Committee does not give any reason for resuscitating it. It might be said that conditions have changed, that education has spread in the country, that facilities for the expression of public opinion have increased, that the moral tone of the people has improved and so on. All these are true; but they have only reduced but not wholly eradicated the chances of abuse.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Is the member talking of the pupils or of the teachers in the Primary Schools?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Of the teachers.

MR. PUTUPALLI S. KRISHNA PILLAI (*Quilon II*): Is the member referring to the girl teachers in the Primary Schools?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Yes.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Does the member realise that a good many of these girl teachers may be under the control of the Assistant Inspectresses of Schools?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Yes. But the Assistant Inspectresses of Schools are themselves under the control of the Inspector of Schools and therefore ultimately the control is vested in the Inspector of Schools.

MR. A. THANU PILLAI (*Trivandrum-Rural*): Even if some of the girl teachers are under the immediate control of Assistant Inspectresses, does not the member think that a very large number of girl teachers will be under the control of the Inspectors of Schools?

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MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Yes. The girl teachers in the Primary Schools will be under the direct control and supervision of the Inspector of Schools. Of course, some of the schools might be under the control or inspection of the Assistant Inspectresses of Schools. But the Assistant Inspectresses themselves are under the control of the Inspector of Schools. Sir, the Inspectors of old were also University men highly respected by the public and the authorities. Nevertheless, abuses crept in which led to a great agitation in the country with the result that an Inspectress of Schools was appointed to administer girls' schools. Therefore, unless a very good case is made out for reverting to the old system, I am not in favour of accepting the recommendation of the Committee in this respect. I would in this connection suggest a course, which, if adopted, might remove or, at any rate, minimise the evil.

Now that there is a large number of Primary Girls' Schools in the State, I would suggest that, while converting these into mixed schools, the character of these schools as girls' schools might be retained for administrative purposes so that they might continue to remain under the direct control of the Inspectress of Schools.

DEPUTY PRESIDENT: Do you suggest this to Mr. Statham?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): I suggest this to Government. Mr. Statham merely represents, in my mind, the Government.

MR. K. R. ELENKATH (*Kalkulam I*): Will not this increase the number of Assistant Inspectresses?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): It will also involve a corresponding reduction in the number of Assistant Inspectors.

Another suggestion that I would make is that, where there is overlapping of schools by the existence of a girls' school and a boys' school in the locality and one of them has to be abolished, the choice will fall upon the boys' school.

Another direction in which action might be taken is to prefer girls to boys as teachers; and when the majority of the staff of a school consists of girl teachers, that school must be treated as a girls' school and placed under the Inspectress of Schools If this policy is pursued, in course of time, all the Primary Schools will become girls' schools and primary education will be ultimately controlled by the Inspectress of Schools. From the report I gather that the policy of the Government also is to staff Primary Schools more and more with female teachers, for the reason that women will be able to handle young children better and more sympathetically than male teachers. I would recommend that that policy be strictly pursued.

The next point upon which I would like to make a few remarks is the proposal to transfer schools to private bodies. Mr. Statham has already told us that it is not the intention of Government to transfer forthwith or in the near future all the schools in the State to private bodies and to divest Government of all responsibilities in the matter,

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In that case, I ask why should the Government be committed to such a policy at this moment? Primary education should always be the care of Government and not of private bodies. (*Hear, hear.*) The tendency in all civilised countries has been to bring primary education more and more under the direct charge of Government. Take, for instance, England. There primary education was at one time in the hands of private bodies especially the clergy. In course of time, Government thought, and rightly, that the responsibility for primary education should be assumed by Government. Therefore Parliament adopted a scheme of grant-in-aid to private institutions. By this means the Government have acquired practically the control of primary education. Having achieved this, Government created local bodies with power of taxation and directed these bodies to provide school accommodation for all children of school-going age in their jurisdiction. When any particular body had completed the provisions of school places sufficient for children of school-going age, that body was invested with the power to make education compulsory in that area. In that way primary education was made compulsory in England. Here the course recommended seems to be the very reverse of this. At present primary education is the sole charge of Government and the proposal is to gradually divest Government of this responsibility and to transfer it to local bodies so that in course of time primary education may become the care of local bodies. I cannot approve of this policy. I do not wish at the present moment to take up the time of the House by referring to the various difficulties in the way; but at the same time I may point out that the time has not come for transferring these schools to local or private bodies.

MR. K. C. ABRAHAM (*Kottayam II*): Does the member object to the transferring of education even to local statutory bodies?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): As far as I know these local statutory bodies, I am not at all enamoured of them and I am not in favour of transferring such a serious responsibility to them, or even to the municipalities, which in my opinion are not working satisfactorily.

MR. S. J. NAIR (*Nedumangad*): Does the member know that many of the departmental primary schools have been constructed by private people and handed over to Government for management?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): Yes, I know many have been.

I do not at the same time despair of the possibilities of local bodies and taluk boards developing on right lines and becoming in course of time fit to be entrusted with such serious responsibilities. These bodies, like the municipalities, may be brought into being, in the first instance as an experimental measure and when they justify the confidence reposed in them by carrying out their duties satisfactorily and for the good of the country, then it may be considered whether some amount of responsibility in regard to primary education may not be transferred to them. But the time has not come. The care of primary education now must be with the Government.

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I would next refer to compulsory education. I am glad that the Committee has recommended the making of primary education compulsory and I congratulate the Committee on that courageous step. But the Report says that, before the policy can be given effect to, various conditions must be satisfied. "Before we can think of compulsion as the proper remedy for inadequate school attendance, we must realise that the primary course has to be extented to five years, that incomplete schools have to be eradicated, or built up, that in some areas, more school places have to be provided, that the training schools must be reconstructed so as to send out larger number of better qualified teachers and that the evil of stagnation must be successfully tackled." This is a very large order; and having regard to the fact the machinery of Government moves very slowly in Travancore, it will be the end of time before this programme is carried out. It appears to me that the time has come when a courageous step should be taken in the direction of making primary education compulsory. Now what is the condition of primary education in the State? From the Report I find that the number of children of school-going age, that is, between 6 and 11, is 7 lakhs and odd. The actual number of children who attend schools is 3 lakhs and odd.or 43 83 per cent. of the school-going population. The remaining 60 per cent. are not attending any schools. And even of those who attend schools, it is only a very small number, I think it is 39 per cent., who go up to the IV class. If we take the completion of the IV class as the test of acquisition of permanent literacy by children, it comes to this, that only 17 per cent. attain such literacy. If on the other hand a five-year course is required to attain this, the percentage of the children of school-going age who attain permanent literacy is only 9. This is a very unsatisfactory state of affairs considering the large amount spent on primary education. Even this low percentage of literacy is not fairly evenly distributed among all communities. So far as the depressed classes are concerned, the percentage of literacy is inordinately low. The following table shows the percentage of male and female literates, of seven years and over, of selected castes, to the total male and female population of those classes:

	Males.	*Females*
Parayas	8·7	0·9
Pulayas	6·9	1·03
Kuravas	2·7	0·5
Pallans	4·3	0·1

The corresponding figures for Nairs are 61·8 and 29·1.

It is the duty of Government to see that the benefits of literacy are enjoyed by these depressed communities also. The only method of combating illiteracy among the lower classes is to send their children to school and to compel the parents to retain the children there till the completion of the fifth year course. This is admitted by the Committee also. In my opinion the time has come for the introduction of compulsion and the materials for it are available in the State now. From the Report I find that there are school places for six lakhs and odd boys; that is to say, there is already school accommodation for 90 per cent. of the children of school-going age. Again there are now 15

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thousand teachers. Each teacher now handles only 37 children and therefore if every class can be filled with forty students then there are teachers who can handle about 44 thousand students more.

Thus we find, from the Report, that the existing staff of teachers could handle over 44,000 pupils more and the present accommodation in schools is sufficient to meet the needs of 90 per cent. of the total number of children of school-going age in the State. It is seen from the Report that this excess is unevenly distributed over the State and that there is overlapping and excess accommodation, more in some localities than in others. According to the Report, there is more overlapping in South Travancore than in North Travancore. I consider that as a favourable position for introducing compulsory education, as an experimental measure at least; places where there is excess of teachers and school places may be selected for the introduction of compulsion. Gradually, that can be extended to other parts of the State when the conditions for compulsory education have come into existence. A beginning in this direction has to be forthwith made and the scheme gradually extended so that it may be completed within a specified period of five or ten years. I would also suggest that this compulsory education may be tried not in areas where the advanced communities live but in areas where the majority of the population belong to the depressed classes.

MR. K. C. ABRAHAM (*Kottayam II*) : Does the member recommend such a proposition in a general way only in respect of all classes or only in respect of depressed classes ?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*) : The discretion must vest with Government and it must be carried out to the extent funds permit. But compulsion must in the first instance be tried in the case of the depressed classes. In this connection I might congratulate the Committee on the recommendation for changing the time of instruction in schools. It appears to me that the ordinary school hours commencing from 10 and terminating at 4 is very inconvenient for all classes of students who live at a distance from school as they cannot get their mid-day meal. It is especially so for the depressed classes as they cannot afford to keep their children in school throughout the day. It will be advantageous therefore to all classes if the tuition can be confined to morning hours. In olden days attendance at village schools was insisted upon from sun-rise to sun-set with a long interval for mid-day meals. I would suggest that tuition in the primary schools may be confined to the morning hours, say from 7 or 7-30 to 11 or 11-30. Four hours' teaching is sufficient to meet the adequate needs of children attending the primary classes. That will also solve the problem of mid-day meal.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : Will there be food ready in the early hours of the morning?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*) : You can get cold rice. In the old village school days, children used to take cold rice before going to school. The village *Asans* secured the early attendance of boys in a peculiar manner. The

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first boy who came to the school was called *Elan* and it was his privilege to mark the attendance of other boys and he was exempted from being caned. The next boy got one cut, the third two cuts, the fourth three cuts and so on according to his attendance. This had the beneficial effect of inducing the boys for the *Elanship*. An early attendance of all the children was the result. But I do not recommend that such a procedure should be adopted in the Education Department at the present day.

I will now come to the vexed problem of religious instruction in schools. It has been conceded at any rate by one of the speakers that religious education in its broadest sense means moral teaching. The Committee also recommends only some kind of moral teaching especially the teaching of civics. I too grant that some kind of moral teaching and especially the study of civics is absolutely necessary and should be insisted upon. But what earthly connection there is between religious and moral teaching I cannot understand. If it is a matter of providing an effective sanction for morality, religion affords but a very weak and illusory sanction. In that case I should consider the sanction behind the Penal Code far more real and powerful and a teaching of the provisions of that Code, which includes both morality and civics, would be more beneficial. The religious sanction is further weakened by the theory of atonement according to which any wrong may be atoned for by performing some religious ceremony and by offering money to priests. What is aimed at in moral teaching is, I conceive, the inculcation of such principles as reverence, truth, honesty, courage, self-reliance, etc.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): How could that be achieved without religious teaching? What will the teacher say if the boys asked why they should be truthful or honest?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): That is what I am going to say. The qualities I have mentioned are useful to man in his actual life. They are only means to an end and not an end in itself. The best thing for a teacher would be to explain to the boys the utility or the purpose of these virtues and to illustrate it by means of stories. This may be called the parable method. When I was in England in 1914, I was invited to a meeting presided over by a famous public school master at which an educationist sought to illustrate how moral instruction may be given without the help of religion. The method adopted by him was to narrate small stories which illustrated the triumph of a particular moral quality or the evil caused by its non-observance. If courage is to be taught, he will recite the story or the achievements of man of exemplary courage. If self-reliance is the subject, an appropriate story is told by him. In that way he sought to impress upon the boys the usefulness of moral qualities and the necessity for cultivating them. This was approved by those present as a very good method.

MR. K. C. ABRAHAM (*Kottayam II*): Does the member believe that the teaching of the scientific side of ethics would make a better man?

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MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): What exactly the member means by scientific ethical study, I do not understand. If the member explains that, I shall be glad to answer him. All that I wish to say is that moral instruction is possible without religious instruction and that the method I have suggested is far more effective than teaching morals through religion.

MR. V. RAMAKRISHNA PANICKAR (*Kartikapalli II*): Can the member tell me, whether books on moral teaching were taught formerly in vernacular schools?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): In fact, every literary work that we read contains some moral. It is not quite correct to say that the present system of education does not encourage moral teaching. It does to a very great extent, only indirectly perhaps, and I am convinced that the moral lessons we learn indirectly from the ordinary general literature taught in schools is quite ample for all practical purposes. In my opinion, to impose a religious sanction on morality is fraught with grave dangers in that when the superstitious beliefs on which religion is largely based are dispelled by education, morality suffers as the sanction behind it is weakened. In my opinion, the whole life of the school should be studied and organised to bring the best of moral forces to bear upon the child. Physical and mental health are to be cultivated in order to produce moral health, and in a very real sense every detail of the school's work is moral and has a moral object. But the greatest of all influences in the schools will be the personality of the teacher. It is he who will work upon the plastic heart and mind, kindle the fire of hero worship, inspire with noble idealism and guide the unfolding character with all its weakness and immaturity to a full development and the realisation of some, at least, of its splendid possibilities. Let us see to it that the men and the women to whom we entrust the greatest of all tasks are worthy of the trust.

Another topic I wish to refer to is art teaching. I am glad that the attention of the Committee has been drawn to this subject and gardening and school decoration have been provided for in schools. This is absolutely essential to develop the aesthetic sense of the boys without which cleanliness and hygiene cannot be enforced. So far as our boys are concerned, they have only a very imperfect sense of beauty. But the recommendations of the Committee for art teaching are in my opinion very inadequate. Art teaching cannot be divorced from the cultivation of the sense of beauty and the cultivation of this sense of beauty should be a part of the art teaching in schools. There are certain unchanging canons of criticism which every child should be acquainted with, simplicity in architecture, the suitability of buildings for their intended purpose from the stand-point of health, utility and the like, colour schemes based on the study of nature, and the study and appreciation of natural forms of beauty. These are all studies to which the child's attention should be directed and concerning which his intelligent sympathies should be cultivated. In this connection an appeal should be made for a higher standard of beauty to be observed in connection with

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the building and fitting up of all schools. I would therefore impress on Government the need for devoting greater attention to developing a sense of beauty in children at the primary stage itself.

There are a number of other recommendations of the committee, such as the raising of the standard of admission to colleges, the raising of fees, the amalgamation of the colleges, the abolition of the Girls' College, the compulsory residential system for girl students, etc. to which I would like to refer in detail but for want of time. I shall content myself by merely referring to them. I agree to the raising of the standard for admission to the University course for we cannot afford that luxury except for the best intellects. But I cannot support the recommendation for raising the fees. The average income of a Travancorean is only Rs. 3 or 4 per month and he cannot afford to meet the cost of a costly University course for his children. At the same time the cost of University education must be reduced. This can be effected by applying the knife to the abnormally high salaries of the Professors. The Principal of a First Grade College in this country who recently returned from England told me that the salary of a Primary School teacher in that country varies from £. 150 to £ 200 per year while that of a University Professor is about £ 600. But in Travancore a Primary School teacher gets about £. 12 while a Professor receives the princely salary of about £. 800. There is therefore ample room for retrenchment in this direction and if a drastic cut in salaries of Professors is enforced there will be no need for the raising of college fees. This matter has been over and over again pressed upon the attention of Government by this House, but the Government for reasons yet unknown have shown a singular disinclination to take action on those lines. I regret even the Committee has failed to make any recommendation for reducing salaries while it had no hesitation whatever for recommending the enhancement of fees.

So far as the amalgamation of the colleges is concerned, my opinion is that the colleges sould be amalgamated without segregating the Intermediate classes. It is possible to provide accommodation for the Intermediate classes also because the building used by the Girls' High School which is proposed to be vacated by the High School may be made available for the Intermediate classes instead of using it for the medical school which the Committee recommends might be located there. Then the same Principal can administer and control both colleges and there will be contact between the two classes of students.

In regard to the abolition of the Girls' College, my suggestion is that the University classes may be profitably abolished. I do not at all see why for the sake of 8 girls a separate college should be maintained.

There is one other proposal of the Committee which I should like to comment upon and that is the conversion of the Girls' College into a Residential College for all girls studying in the different educational institutions in Trivandrum and the compulsory residence of such students in the residential quarters. This is in theory an unexceptionable proposal. But I would draw the attention of Government to a fact that has been brought forcibly to my notice by some parents. It will work great hardship on parents of girls who live with their parents

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in Trivandrum. A parent may be able to support his daughter in his own house but he may not be able to do so if she has to reside in the Residential College as the cost would be prohibitive to him. This is a serious matter for the consideration of the Government and I hope anxious attention will be paid to it. I have done. I thank you, Sir, for the indulgence shown to me in the matter of time.

DEPUTY PRESIDENT: We shall now adjourn to meet again at 2 P. M.

The House adjourned for lunch at 1-20 P. M. and reassembled at 2 P. M.

DEPUTY PRESIDENT: Before we resume the discussion, I wish the official member, Mr. Kayalam Paramesvaran Pillai, will make a statement regarding the proposal to extend the time for the discussion on this subject.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Sir, in regard to the further debate on this motion, I do not think it is possible for Government to give another day, I mean to extend the time allotted for this subject. I would suggest that this debate may stop to-day and since there are three more official days, we do other official business on Saturday so that three days may be available for official business. We will on those days deal with supplementary demands and come to Bills. Today from 3 O' clock, Mr. Statham may be given an hour and Mr. C. V. Chandrasekharan half an hour to reply. Votes may then be taken on the demand. If the House is able to save time after the supplementary demands and Bills are discussed on the three official days, that time may be made available for the discussion of this Report. My suggestion is that this debate will stand adjourned to-day at 4·30 till other Government business is over and you must call upon Mr. Statham to reply.

MR. K. R. ELENKATH (*Kalkulam I*): So, I shall begin. Sir, while congratulating.....

DEPUTY PRESIDENT: Mr. Elenkath, there was a proposal to extend the time and Mr. Kayalam Paramesvaran Pillai was suggesting a method to get more time. Have you got anything to say with reference to that?

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): If the Law Member is serious in his statement—

DEPUTY PRESIDENT: I take objection to that statement, because what the Government member says is always serious enough.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): What I want to state is that the time allotted for discussion on this subject is rather very limited when we consider the importance of the subject which we are called upon to discuss. Yesterday before we assembled in this House, we thought that there would be a time limit for every member to speak. The maximum time limit for debates like this was

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understood to be between 15 and 20 minutes. The ruling given by the Chair was certainly welcomed in the hope that every member in the House who wanted to state something on this subject can have it. And when we were listening to the speeches that were delivered here yesterday we were under the impression that we would not be handicapped by a declaration that the two days' time allotted will not be extended. We hoped that Government would grant us one day more and if we are going to be disappointed in this matter, I would suggest that when we are given full two days' time for discussing this subject, the Government member may be permitted to reply during the time which the Government members of this House are able to secure during the three official days that we may have hereafter.

Another thing also. The motion that was presented to the House was couched in very brief language, but we found Mr. Statham, in addition to all that he has stated in his Report, has reiterated every one of the recommendations and took a pretty good lot of our time. We are given two days' time but Mr. Statham has appropriated to himself half a day's time (*Hear, hear*).

DEPUTY PRESIDENT: Mr. Krishna Pillai is out of order. Mr. Statham did not appropriate any time, but time was given to him by the Chair.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): It is exactly that. Out of reverence to the Chair, I did not put it so bluntly.

DEPUTY PRESIDENT: Please come to the point.

MR. PUTHUPALLI S. KRISHNA PILLLAI (*Quilon II*): The only point I have to urge is that we must be given full two days' time. So far as I have been able to gather from the speech of Mr. Statham, except in regard to the religious aspect of the question and the appropriation of the Devaswom funds, there was no new idea given expression to by him. For that purpose he took half a day. We can therefore legitimately take another half a day. We therefore request you to move Government and so arrange the business of the House that we can get at least two days.

MR. S. J. NAIR (*Nedumangad*): I request an explanation. By 3 O' clock to-day Mr. Statham will reply. Is that the idea?

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Not to-day.

MR. S. J. NAIR (*Nedumangad*): Well, I shall be as brief as possible. The Report.....

DEPUTY PRESIDENT: What are you talking on? You have entirely misunderstood the situation, I fear.

MR. S. J. NAIR (*Nedumangad*): Shall I begin, Sir?

DEPUTY PRESIDENT: No, you will have time to discuss the motion later on. Mr. Kayalam Parameswaran Pillai has not finished. He is making a proposal on behalf of Government. It would appear that you want to speak on the substantive motion before the House. You will have to wait for that.

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MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Sir, I would make myself perfectly clear with regard to my proposal by saying that the two days allotted for the discussion on the subject is not for the non-official members alone but for the official members also. We shall discuss official business on Saturday and if there is any more time on that day the non-official side may speak on this subject. If there is a general agreement on that point, Mr. Statham may be called upon to reply. This debate may be adjourned and on Saturday we will begin another topic.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): Are we expected to debate after Mr. Statham has replied.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): The debate will be adjourned at 4-30 P. M.

DEPUTY PRESIDENT: Whether any non-official member can speak after Mr. Statham has replied is a point for the Chair and not for the official member to say. So whatever the official member may say on this question may have no force. There is no use of putting questions to him.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I put another question. Many were unaware that Mr. Statham had a reply at all. That is known only to-day. Is it proposed to take up the reply to-day?

DEPUTY PRESIDENT: Mr. Krishna Pillai is putting the hypothetical question because Mr. Kayalam Paramesvaran Pillai said that Mr. Statham is given a definite time to reply. To answer Mr. Krishna Pillai's question is a matter for the Chair so that there is no necessity, as I conceive it, to put that question to Mr. Kayalam Paramesvaran Pillai. The Chair is not bound to do according to the suggestion of the official member. What is intended is that the House may consider all aspects of the question so that official business may be conducted in the best manner. That is all that he suggested.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Then, Sir, why should it be stipulated whether there should be time or not for the official member to reply? It should have been left to the Chair.

DEPUTY PRESIDENT: He did not stipulate in the form of law. He made only a suggestion which is for the House to consider. It is also equally open to the Chair to decide that. Already we have lost so much time. Let us not protract this discussion. I want to say this much. Two days' time was allotted originally not for the non-official members alone but for official and non-official members together. I took full responsibility for extending the time and I am glad that is justified by the attitude of the House in receiving the suggestion and the general tone of the discussion. At the same time I reserve to myself the right of cutting short a speech if I think that any member was proceeding in an irrelevant manner, repeating ideas, and so on. That power the Chair always has according to the Rules. I did not exercise that power rigidly because it was considered that the remarks made were so valuable and would

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benefit the House in the discussion of this important matter. The fifteen minutes rule, as I told you, is not an inflexible rule and that is the reason why I said yesterday that, while the Chair is prepared to exercise a proper discretion, the Chair would also look forward to the House for a proper discretion by the members on both sides of the House. As to the question of disappointment which has been mentioned by one on the non-official side, I assure the House that there is no room for disappointment. Mr. Kayalam Parameswaran Pillai's proposal that, if the official business which has been set down in the Agenda was over and if any portion of the allotted days remain, this discussion may be taken up then, and it is a matter of agreement with the House. So if the House feels that they will be able to get through the other work, any reasonable time that remains may be utilised for the discussion of this question. That is all that Mr. Kayalam Parameswaran Pillai suggested and I may assure Mr. Krishna Pillai on the non-official side that there is no reason for alarm when the suggestion has been thrown out by the Chair. The Chair can act quite independently. Because it has been suggested by Mr. Statham to Mr. Kayalam Parameswaran Pillai that the former should be given an opportunity, Mr. Kayalam Parameswaran Pillai spoke. It is for the proper conduct of business that the suggestion was made and I trust that non-official members will consider these aspects of the question. So that the constructive proposal before the House is, if we are able to finish the official business set down for those days and if time remains, that time can be utilised.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur* cum *Pattanapuram*): May I make one suggestion. Personally I accept Mr. Parameswaran Pillai's suggestion with this reservation that at least a short time may be guaranteed to us. That is, even at the risk of trenching on Government business we may be assured at least two hours of the third day for discussion in any case, whether we save time or not, and utilise it for discussion. But we may be assured that at least two hours on the last day would be guaranteed to us.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): ഈ സംഗതിയിൽ എനിക്ക് മറ്റൊരു സജഷൻ പറയുവാനുണ്ട്. ഇപ്പോൾ തന്നെ ഈ വിഷയത്തെക്കുറിച്ച് കാൽ മണിക്കൂർ സമയമായി. ഇവിടെ വാഭ്രപ്രതിവാദം നടക്കുകയാണ്. ൽ-ൽ 0-വരെ എന്നുള്ള സമയത്തെ മാറ്റി അഞ്ചു മണിവരെ എന്നാക്കിയാൽ അത്രയും സമയം കൂടി പ്രസ്തുതവിഷയത്തെക്കുറിച്ച് വാദപ്രതിവാദം നടത്തുവാൻ സൗകര്യം ലഭിക്കുന്നതാണ്.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): That is a good suggestion.

DEPUTY PRESIDENT: Mr. Changanachery Parameswaran Pillai's proposal is this. In any case two hours may be guaranteed for the discussion of the subject along with the time already given. And if you are able to save more time we shall have the benefit of that as well. That is the idea.

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MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : With regard to the real implication of that proposal, there is no difference. I suggested 1 1/2 hours and Mr. Changanachery Paramesvaran Pillai wanted 2 hours. 1 1/2 hours may be taken by Mr. Statham.

MR. A. THANU PILLAI (*Trivandrum-Rural*) : That is not what Mr. Changanachery Paramesvaran Pillai said. Non-official members should be given two hours. That is what he said.

MR. A. S. DAMODARAN ASAN (*Mavelikara*) : Can the Law Member assure us 1 1/2 hours instead of 2 hours?

DEPUTY PRESIDENT : Any assurance given by the Law Member does not bind you. He wants only public business well conducted.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*) : When I said 1 1/2 hours, I meant that one hour be given to Mr. Statham and 1/2 hour to Mr. C. V. Chandrasekharan.

DEPUTY PRESIDENT : I am very grateful to Mr. Changanachery Paramesvaran Pillai for having reached this settlement.

It is not correct to say that Mr. Statham has appropriated the time of any of the members of the House. Possibly in the interest of public service and education he might have taken a little more time.

MR. A. THANU PILLAI (*Trivandrum-Rural*) : Will there be a time limit at least hereafter?

DEPUTY PRESIDENT : I think ten to fifteen minutes may be enough. If any member requires more, it is left to the discretion of the Chair.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*) : Have we come to any agreement on this matter?

DEPUTY PRESIDENT : Yes, I think so.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*) : May I know that?

DEPUTY PRESIDENT : You were listening to that. All the members will have an opportunity of expressing their views.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : If a settlement is reached, I think we can begin the discussion.

As I was about to say I want to talk only upon one topic and I will not take more than five minutes. I thought Mr. P. K. Narayana Pillai would deal more fully with that subject when he was speaking about the Report yesterday. Even the Director of Public Instruction, when he gave us a very able and lucid summary of nearly all the recommendations contained in the Report, left out this point, probably because it did not appear to him as important as other points. I am in complete agreement with all other members of the House in congratulating Mr. Statham and his colleagues on the pains they have taken in collecting huge statistical materials and also in subjecting to an analysis the system of education that has been in vogue in the State for the last so many years, and also in pointing out defects and offering solutions which at least have got sincerity behind them.

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It appears to me that very meagre attention has been paid to the prescription of text books in schools The Committee on page 206 of the Report assures that they were fully conversent with the existence of serious confusion with regard to the working of Text Book Committees. That is an assurance encouraging enough and I thought that with all the knowledge obtained by the Committee by such investigations it would be in a position to offer solutions which would be of practical use to the public. But, Sir, this assurance has not been justified by the Committee and it begins with the enunciation of a general principle, as it were, that a general system of prescription of text books for use in every school is a system which is already proved to be *undesirable and unsatisfactory*. These are the two qualifications used. The Report does not make any attempt what-so-ever to convince us as to how such a system is undesirable or unsatisfactory. The Committee wants us to take it for granted that the system of prescribing the same book in all schools is one that is altogether unsatisfactory and undesirable. Further down, the Committee says that if such a system is followed it will not enable the private managements, or, for that matter, the authorities in charge of individual schools, to carry on new experiments. That is the first argument advanced by the Committee in support of their proposal to abolish this system altogether. I wonder what the Committee means by private managements carrying on new experiments. It would appear that the manager of an English school in Paravur would be thinking of new experiments in the field of education which may be quite distinct from the experiments that may be tried by the management of a school at Nedunganda which is only four miles distant. Is it an experiment on the selection of books, such as the substitution of Professor Raja Raja Varma's grammar series by books written by somebody else? Even if it is so, I emphatically protest against such choice being left to private managements.

MR. C. V. KUNJURAMAN (*Nominated*) : മിസ്റ്റർ രാജരാജവർമ്മ എഴുതിയിട്ടുള്ള പുസ്തകത്തെക്കാൾ നല്ല പുസ്തകം എഴുതുന്ന അവസരത്തിൽ അതിനു പ്രോത്സാഹം കൊടുക്കാൻ സൌകര്യം വേണ്ടേ?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : The choice of such books should not be given to private managements. If better books than those of Raja Raja Varma come into existence, there should be some provision under which such books may be prescribed by the most competent body on the subject. The freedom of choice should not rest with managements. There should be a controlling body over them.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : Does not the member know that they can choose books only out of a selected list prescribed by the Committee?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : The development so far attained by Malayalam literature does not warrant such liberties to be allowed. I will illustrate what I have said. Malayalam literature is now in the course of bringing into currency new expressions in science, economics, sociology and all other modern branches of knowledge and we have not yet succeeded in that line to the extent to which

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it is needed. Under these circumstances, if the proposal suggested by Mr. C. V. Chandrasekharan is acted upon, will not difficulty arise when two books on Chemistry are approved by the Committee, the author of one book using a particular expression to mean carbon dioxide while the other author uses another expression to mean the same thing? We have no accepted and universal vocabulary on these subjects so that every author may use the same expressions. Suppose there is an expression in a publication from Neyyattinkara intended to mean "Railway carriage", I do not want a student at Parur to take it to mean "Deputy President" (*laughter*). That is the stage at which we are now, at which Malayalam literature is now. I submit that in view of such danger I protest against this system of individual selection being allowed in the matter of text-books.

MR. K R. ELENKATH (*Kalkulam I*) : May I know whether it will not lead to corruption?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : Yes, that is another objection.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : Does not the member know that the Committee has followed the system adopted in Madras?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : What I say is that that is the weakness of this Report. I do not think that Mr. Statham himself would have asked such a question. Madras is no concern of ours. I am referring to the plight of Malayalam literature and language which has been making steady and wonderful progress under the benign care and solicitude of the beloved Sovereigns of Travancore, a matter for pride not available to a Cochinite or a Malabarian. It is a matter of common knowledge that the wonderful progress made by Malayalam is due to the continued policy of encouragement of Vernacular literature by the Rulers of Travancore. (*Hear hear*). We are now at a stage when we should take particular care to see to the progress of Malayalam literature on modern lines which alone will satisfy modern requirements and for that we have to resort to new expressions, phrases and even new constructions. That is the point which I want to emphasise.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*) : Does not the member think that such a condition prevails in Cochin and Malabar?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : Fortunately I am a Travancorean and I am speaking only as a Travancore subject. If a Travancorean goes to Cochin or Malabar, he is very much respected for his proficiency in Malayalam, and listened to with rapt attention. Another point, Sir, is that the authors of the Report had the vast empire of Alexander in vision when they made these recommendations. Travancore is only a small state where the Malayalam-speaking area is smaller still. Why should the manager of a school at Neyyattinkara be allowed to adopt certain books as distinct from those that are adopted

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by the manager of a school at Nedumangad a few miles off? After all what is the extent of the Malayalam-speaking area? Why should we introduce changes which are not only absolutely useless but even positively injurious to the all-round common growth of Vernacular literature? And then, according to one of the recommendations of the Committee, each taluk is given to an Assistant Inspector or Assistant Inspectress. Suppose, there are thirty schools in one taluk; and each manager chooses his own text-books from the list of approved text books. These poor subordinates of the department will be forced to study thirty different books on each subject for each class in order to do their inspection work satisfactorily.

MR. K. R. ELENKATH (*Kalkulam I*): Will such difficulty arise if the Inspector or Inspectress does not know Malayalam?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): That will be far worse.

If we adopt this recommendation, we will be directly asking these Inspectors and Inspectresses to shirk work, and the result will be detrimental to the development of Malayalam literature. If there is this difficulty in the case of subordinate officers like the Assistant Inspectors, the difficulty will be almost insurmountable in the case of Division Inspectors, the Chief Inspectors, Assistant Chief Inspectress and the two Directors. They will, perhaps, have to study 400 or 500 books on each subject before they can justify their existence.

There is also another difficulty. I can assure the House that even a publisher of the best seller among Vernacular text-books is not able to sell more than four to five thousand copies of the book, and that, now, when only one book is prescribed as text-book in one class on one subject for the whole State; and it is a fact that none of these publishers makes any appreciable margin of profit. That being so, if the choice is left to each individual manager in regard to the selection of text-books, who will come forward to publish books? There will be no guarantee as to which book, from the approved list of text-books, is going to be chosen by a school. No publisher can know the quantity that he will be able to sell. It will, therefore, be very difficult to get any of these books published in future, if the Committee's recommendation is adopted.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): May I know whether all books that are written will cease to have literary value merely because they are not chosen as text-books in schools?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Sir, money means everything as my friend and myself know. So, unless financial encouragement is assured, no publisher will come forward.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): What will happen on the transfer of one student from one school to another, if the text-books are not the same in all schools?

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Yes, that is another difficulty. A pupil who had been learning "*Meghadoota*" in Parur

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may be asked to study "*Victoria Maha Rani*" when he goes to Neyyattinkara in the same year, on account of his guardian's transfer. (*Laughter.*) There is that danger also.

Sir, if the proposed change is going to serve any useful purpose, alright, I have no objection. On the other hand, as has already been pointed out, there are dangers clear and convincing. Sir, the Committee has stated in the Report that they have gone through the correspondence on the subject which convinced them about the existence of dissatisfaction in regard to the working of the Text-Book Committee. We all know that there have been loud complaints in the matter on the floor of Legislatures, on the platform and in the press, everywhere. Sir, there were some very shrewd Inspectors whose love of money was so much that they regularly issued circulars that from among approved books only certain books need be purchased. That was the state of affairs which was allowed to prevail. And now, if you are going to allow individual managers to choose their own text-books, I do not know what the position is going to be. I fear we will only be giving our officers greater chances to get corrupt. There is also that danger. The Director may say that, under effective control and supervision, these dangers can be eliminated. But, why should we give room for all that and then try to eliminate it. Under such circumstances, I submit the recommendation of the Committee in regard to the prescription of text-books should be discountenanced by the whole House.

DEPUTY PRESIDENT: Mr. Puthupalli Krishna Pillai.

MR. S. J. NAIR (*Nedumangad*): I submit, Sir, that I stood up even before Mr. E. V. Krishna Pillai.

DEPUTY PRESIDENT: Do not make any pleading, Mr. S. J. Nair. I shall see that all members get opportunity. Leave that to me.

MR. S. J. NAIR (*Nedumangad*): And, before we close, I have also to present a petition.

DEPUTY PRESIDENT: You will have time for all that.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): Sir, after listening to the various speeches of several of the honourable members of this House——

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): On a point of order, Sir. Can we refer to members as '*Honourable* members'?

DEPUTY PRESIDENT: As I said, strictly speaking, it is not proper.

MR. K. R. ELENKATH (*Kalkulam I*): Is it a ruling from the Chair that we should not do it?

DEPUTY PRESIDENT: The practice here is not to use the term '*Honourable*' when referring to members of this House.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): After having listened to the various speeches on this Report, it has struck me that the time has come when at least one of us should stand up and point out some of the very serious mistakes, constructive mistakes, contained in

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the Report. I am at one with my friends who have conferred a lot of praise on Mr. Statham, especially, and on the other members of the Committee. I, for myself, very much appreciate the frankness and boldness with which some of the statements have been made in the Report. That does not mean that all that has been stated in the Report is acceptable to us. Mr. Statham has, in several places of his Report, observed that, in accepting the Report or in bringing into effect the various reforms recommended in it, the question of finance should not be considered. Sir, I plead guilty to the charge of being a little conservative in that respect. It has been an evil in this State to launch upon experiments without considering beforehand the financial commitments we would have to make. In regard to almost all our capital undertakings, it has been our misfortune to have been induced by the very attractive pictures of the immense benefits and profit we were going to get as a result of the undertakings, so cleverly drawn before us by the officers concerned, to embark upon such undertakings without realising fully the financial commitments we would have to make. This has always been the cause of our repeated loss on our huge undertakings. Sir, it is that aspect of the case that I have to bring pointedly to the attention of this House. No doubt, one of the members specifically referred to this point. I wish to draw the attention of Government to page 233 of the Report where it is stated—

> "Each of our proposals will have to be examined separately from the financial point of view before they are adopted by Government and any general summary of the full financial implications of our recommendations would necessarily be inaccurate and misleading."

Now, Sir, for my part, I too very much like the residential system of University education. And, during the days I was myself a student of the college, I knew that there was such a system prevalent in other parts of the world; and my parents and guardians also knew it and were quite prepared to finance me for the kind of education I wanted. But, I did not embark upon any such course of study for the mere reason that I could not afford that luxury and that, considering the expenditure involved, for a man of my means, the advantage to be derived was not adequate. Therefore, Sir, however beneficial it may be, whatever may be the sort of life the student can lead under the residential system, it is absolutely necessary that, before we go in for it, we must have a clear idea of the financial aspect of it. We are not now sure whether, if we accept the recommendation in the Report, we would not have to borrow a good lot of money or hypothecate or pledge the whole credit of the State in order to raise the money required. Should we not consider whether such a contingency will not arise? Should we not get an idea of the sources from which we can get the money required for the huge expenditure involved? Is it not necessary that, even in the initial stages we consider whether our finances will permit us to accept the recommendations of the Committee? Sir, Mr. Statham has taken the boldness to recommend that this State can accept all the recommendations contained in the Report, without at the same time assuring the State and the people what the financial implications will be. Are we to say "You have given us a nice Report. We are going

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to get all that is best in the world of education. We are all satisfied. We accept everything that you suggest."? I do not think we can say like that. Perhaps Mr. Statham did not have the time to calculate, even roughly, the expenditure involved in many of his schemes. If he had given us even an approximate idea of the expenditure we may have to incur, we may say "The proposals are good; the financial commitments are not very severe. We therefore accept." On the other hand, what Mr. Statham suggests is that the Government must enquire into each and every one of his recommendations and examine the financial aspect in detail themselves. Such a position is certainly not acceptable to us. I am suggesting this from a practical point of view.

There is also another matter which suggests itself to me in this connection. When I was reading in the High School, I have read a small poem about the Pied Piper. The innocent inhabitants of a village wanted to rid themselves of a pest and they invited this piper to give them relief. Relief was given, but the cost could not be met. The result was disastrous. We are now under the stress and strain of unemployment. That has been our pest for the last 10 or 15 years. We have all along been getting only literary education; and we now want something more substantial which will help us to derive the benefits of our education as soon as we have finished our courses of study. That is why we bargained for a reform of our educational system. If, after having introduced diversion in the IV Form and in the V class, and the residential system in our colleges, and further technological studies, we open our eyes and find that these vocational bias schools and technological institutions are too costly, we would be absolutely helpless and might not be able to rectify matters. Sir, the Report has suggested radical changes. It should not be that we are all lured away by these recommendations. We should therefore consider whether it is possible for us to accept them. For that purpose the Government should either ask Mr. Statham himself to sit up and give us detailed estimates and ideas about the financial commitments or else appoint other experts for the purpose of giving us accurate figures on this matter. Without that we are not in a position to say whether the Government shall accept this, that, or all of his recommendations contained in the Report.

Another difficulty that I have found in this Report is this. Mr. Statham's Report, if fully accepted, would give us what is known as a Travancore University, referred to on pages 231 and 232 of that Report. I shall read only one sentence from his recommendations.

> "We are, however, of the opinion that the disadvantages of remaining within the Madras University outweigh the advantages and that the future programme of Government with regard to collegiate development should be so framed that it will ultimately become possible to establish a separate University for Travancore".

Sir, a separate University for Travancore, however acceptable to us it may be from a selfish point of view, would not be accepted on a consideration of all the surrounding circumstances. A Travancore University, like the Travancore currency, will not pass currency outside

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Travancore. In Travancore it will always be looked upon with suspicion. That is what we now experience. We had a recommendation some time past that an All-Kerala University might be accepted; but no one, I am certain, will have the courage to say that Travancore, hemmed in as it is on the south and the west by the sea, on the east by the mountains and on the north by our sister State of Cochin, should conceive of a University on the lines suggested by Mr. Statham. In these days, Sir, when the question of federation is looming large, and is exciting sympathy in the minds of several of our aspiring young gentlemen and ladies, it is improper for a person, however expert he may be on that matter, to suggest that we shall be confined within the four walls of our State, that we shall hereafter produce Travancore B. A.'s, Travancore M. D.'s, Travancore Ph. D.'s and Travancore M. L.'s. Sir, that is a contingency which I am unwilling to think of. Mr. Statham should not have thought that we are all people destined to spend our days inside the State of Travancore. We are persons who look forward just as Mr. Statham has done. From England he must have had a vision of India and from India he must have had a vision of Travancore. We are, Sir, in the same position looking to India and from there to England or other places in the world. We must be in a position to go to places where our qualities and our qualifications would be recognised. We should not be dubbed as a Travancore B. Sc. or M. Sc. It is not at all proper that at this time of the day he should have said that Travancore should have a University of her own. We should have closer associations and wider outlook so far as India at least is concerned and it is on that basis that the Report ought to have been framed.

A third point that I have to lay stress on is that this Report has a tendency to annihilate the national feeling and the national lines on which we are being developed. When I refer to this high sounding expression, Sir, I do not mean anything more than that this Report tolls the death—knell of the Vernacular language. Of course, my learned friend, Mr. Changanachery Paramesvaran Pillai, stated that all of us were having literary education, as if that was a very bad thing. I am not prepared to say that the education we were having was an education which has not done us any good. You will find, Sir, that our school-masters, the V. S. L. C.'s. and the higher-grade teachers whom we have in abundance in the country, are the promoters of co-operation, are the best critics, are always feared by Government officers who go astray and are always being feared by the public men who have come and adorned this very House. Sir, is that education bad, that they have been getting? I ask you, Sir, whether you can at any time or from any point of view call that bad education? The ideas that are being developed by them, the progress of newspaper literature, all these things, Sir, would tend to show that the education that we were getting was not after all a bad education. But, at the same time, I do not say that we do not want the vocational education that was being advocated during the last so many years. But that is no reason, for killing that language which gives us unity, which

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gives us a national feeling and which gives us an idea that we are Travancoreans and a Malayalam-speaking race. Hereafter, we would find, Sir, that there will be a lot of literates and men having manual dexterity, a large number of people who know nothing but English. I would therefore suggest, Sir, some drastic change in this Report whereby we will be enabled to give a push forward to the Vernacular language.

Another recommendation that is made here I submit, has been made without understanding properly the capacity of the Travancorean to be taxed. Mr. Statham has advocated an educational cess. We have always been complaining, during the last thirty years at any rate, vehemently that we are unable to pay taxes. But Mr. Statham says that Government must immediately take measures for the purpose of levying an education cess. Sir, that shows that Mr. Statham was not appraised of the financial difficulties that we are in.

MR. R. M. STATHAM (*Director of Public Instruction*) : May I ask the member whether he can quote any passage from the Report where it is said that Government must take immediately measures for imposing an education cess ?

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*) : I would refer the member to page 325, first paragraph, last line. It is stated there—

> "Government should immediately consider the desirability of levying a general education cess throughout the State".

I suppose I am right, Sir. I suppose I have read the Report even more thoroughly than the framer himself. There are various inconsistencies in the Report which I do not want to point out or criticise.

MR. R. M. STATHAM (*Director of Public Instruction*) : May I ask the member to read the whole of the sentence instead of reading only a portion ?

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*) : Sir, I am not here to read out sentences as he wishes. If what I have read conveys any idea to this House, that idea may be accepted. If Mr. Statham does not mean what I have understood from the Report, Sir, I am prepared to apologise to him. But we are persons only with a small knowledge of English. We had no residential education.

DEPUTY PRESIDENT : I want to ask you whether you mean the recommendations in the Report of the Education Reforms Committee when you say "Mr. Statham's recommendations" ?

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*) : That is exactly what I mean. Everybody here associated Mr. Statham with this Report and I have erred in their company. The other members in the Committee have all sunk into insignificance and that is why the recommendations of the Committee have been referred to as Mr. Statham's recommendations.

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MR. R. M. STATHAM (*Director of Public Instruction*): May I ask the member, Sir, to read out the whole sentence instead of only reading the last portion of it ?

DEPUTY PRESIDENT: If Mr. Statham wants to explain, he may do so in his speech. Mr. Krishna Pillai is not bound to read the whole sentence. Mr. Krishna Pillai, you have taken a very long time.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): I beg your pardon, Sir, but I may not take much more.

Besides the education cess, he has advocated the enhancement of fees, the hostel system and residential colleges. All these things put together, I might say, are unacceptable to the ordinary Travancorean, situated as he is at present, and if Mr. Statham's recommendation is to be accepted it will not sit light on the people.

Another very serious defect in his report, Sir, relates to the advocacy of the surrender of the State's right to carry on education in the State to local agencies. Sir, Mr. Statham or the Committee has been very cautious in making that recommendation. They have stated that ultimately the schools may be handed over to local bodies. But my submission is that, if the Committee are serious in that recommendation, I am quite certain that it is not a contingency that is going to happen during the next hundred years. Local bodies were brought into existence in Travancore and we have been trying to bring them into existence but they have not been functioning well. I am referring to the Municipalities. We had enacted for the establishment of Village Panchayats throughout the State. We had started two or three model Panchayats in two or three places. I am quite certain that those Panchayats are not properly functioning today. If that is the rate at which the local bodies are progressing, I do not understand what Mr. Statham means when he says that it shall be the policy of Government to surrender to the local bodies the management of the schools. I submit, Sir, that, taking the present circumstances into consideration, it is not a plea for surrender to the local bodies, but it is only a plea for surrender to the local management. (*Hear, hear*) If that is so, Sir, the pernicious tone in that recommendation is highly condemnable. (*Hear, hear*).

DEPUTY PRESIDENT: Your time is up, Mr. Krishna Pillai.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I have a minute or two more ?

DEPUTY PRESIDENT: You may have some little time more.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): Then with regard to religious education, several of my friends have been condemning the Committee's recommendations, I do not want to take the time of the House much more. Only one thing I want to refer to and that is Mr. Statham's desire for putting his finger into the Devaswom pie. Sir, it was several years before that Col. Munro once attacked our dieities. If the theory of Rider Haggard is correct, I can say that

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[Mr. Puthupalli S. Krishna Pillai.]

Col. Munro is trying to visit us through Mr. Statham. If that is so, Sir, I would certainly enter my emphatic protest against that recommendation. It may have been unwittingly made. But at any rate, since the speech of Mr. Statham on this matter, I do not want to say anything more.

One matter on which I want to lay emphasis is with regard to the general control contained in Chapter II. In regard to the question of employment of married women, several persons have spoken here and I am at one with them. Marriage should not be penalised and Mr. Statham should not stand in the way of married women getting employment. It is rather remarkable that the Statham Committee Report does not say anything about the pay that is to be given to the Director of Public Instruction. Every other person's pay has been fixed, every other person's grade has been fixed, but the Director's pay alone does not appear to have been settled. If the Deputy Director whose pay is from Rs. 300 to Rs. 600 were to develop into a Director, it should not be anything more than Rs. 700.

DEPUTY PRESIDENT: Your time is up.

MR. K. PADMANABHAN (*Chirayinkil I*): As there has been a good deal of criticism on the various recommendations contained in the Report, I will confine my attention to a few points. Sir, first of all, I would like to draw the attention of the House to one of the most controversial subjects over which, when Mr. Statham made his statement, he has been very timid. I refer to the appropriation of Devaswom funds for educational purposes. The Devaswom Department, as I understand it, is essentially maintained for religious purposes; and Devaswom funds are to be utilised for religious ends. All religion, in my humble view, aims at acquiring knowledge or *gnanam*. If that is the object of religion, my humble submission is that the appropriation—

DEPUTY PRESIDENT: You are not at liberty to speak on this aspect of the question, because Devaswom fund is a subject which can be discussed in this House only under certain conditions. You can make only a passing reference.

MR. K. PADMANABHAN (*Chirayinkil I*): I should be permitted to make an explanation. As there is a reference in the Report to the Devaswom funds, I may be permitted to say one word about that.

DEPUTY PRESIDENT: It is true that there is a reference in the Report. You can merely refer to it and pass on to the next point.

MR. K. PADMANABHAN (*Chirayinkil II*): It seems that certain members expressed bitter resentment about the appropriation of Devaswom funds.

DEPUTY PRESIDENT: You can proceed subject to my ruling. Do not try to justify your attitude before the ruling.

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MR. K. PADMANABHAN (*Chirayinkil I*): My point is this. The aim of all religions is the acquisition of knowledge. If that point is conceded, I submit there is nothing wrong in appropriating Devaswom funds which are essentially religious funds for the propagation of knowledge and for the spread of education.

MR. S. J. NAIR (*Nedumangad*): May I ask the member whether he means that the existence of Devaswom funds is for the mere acquisition of knowledge?

DEPUTY PRESIDENT: What he said is fresh in our minds. You proceed Mr. Padmanabhan.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether, because wealth is for human consumption, he will be prepared to allow other people to take money from him?

DEPUTY PRESIDENT: You need not answer that, Mr. Padmanabhan.

MR. K. PADMANABHAN (*Chirayinkil I*): It is commonly understood that Devaswom funds are to be utilised for religious purposes. A large portion of the expenditure is—

MR A. THANU PILLAI (*Trivandrum—Rural*): Can the Devaswom Department come under discussion here?

DEPUTY PRESIDENT: I have already given my ruling and I would request the member to obey the Chair and proceed to other aspects of the question.

MR. C. V. KUNJURAMAN (*Nominated*): ദേവസ്വംഫണ്ട് ദേവസ്വക്കാർ ഉപയോഗിക്കണമോ അതല്ല സക്കാർതന്നെ ഉപയോഗിക്കണമോ. എന്താണ് മെംബറിന്റെ അഭിപ്രായം ?

MR. K. PADMANABHAN (*Chirayinkil I*): ആര് ഉപയോഗിച്ചാലും വിരോധമില്ല.

MR. C. V. KUNJURAMAN (*Nominated*): ഇന്നവിധത്തിൽ വേണമെന്ന് നിർബന്ധിക്കാമോ ?

MR. K. PADMANABHAN (*Chirayinkil I*): അതു് ഗവണ്മെന്റിന്റെ ഇഷ്ടംപോലെ ചെയ്യാവുന്നതാണ്.

MR. C. V. KUNJURAMAN (*Nominated*): ഇഷ്ടംപോലെ ഗവണ്മെന്റിന് ചെയ്യാമോ ?

MR. K. PADMANABHAN (*Chirayinkil I*): Devaswoms were originally petty principalities within a big principality, namely the State. With the assumption of Devaswom management by the State, all Devaswom funds went into the general coffers of the State so much so, at present, as defined by Section 4 of the Devaswom Proclamation of 1097, in the annual budget, 40 per cent. of the Ayact and Sanchayam revenue is set apart as Devaswom funds. It is not the Hindus alone that are contributing to the revenues of the State. The Mahomedans as well as the Christians have got large areas of lands.

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MR. K. KUNJUKRISHNA PILLAI (*Quilon I*) : I rise to a point of order. Even after the ruling of the Chair, the member is persistently referring to Devaswom fund and making criticisms on that.

DEPUTY PRESIDENT : I was just waiting to see if he is going to disobey the ruling. He is just on the fringe of it. Please proceed to other points, Mr. Padmanabhan.

MR. K. PADMANABHAN (*Chirayinkil I*) : Yes, Sir ; my point is that it is not the Hindus alone that are contributing to the revenues of the State. The Mahomedans and Christians have brought large acres of forest lands under cultivation.

MR. A. S. DAMODARAN ASAN (*Mavelikara*) : Will the member give one instance ?

MR. K. PADMANABHAN (*Chirayinkil I*) : Mahomedans and Christians have improved lands.

MR. A. S. DAMODARAN ASAN (*Mavelikara*) : Have they improved other people's lands ?

MR. K. PADMANABHAN (*Chirayinkil I*) : My point is that Mahomedans and Christians have acquired forest lands and improved them.

DEPUTY PRESIDENT : You are straying away. You will come to the matter under discussion.

MR. K. PADMANABHAN (*Chirayinkil I*) : Yes, Sir ; I will be very brief about that. My humble submission is that the authors of the Report have made a most sound and useful suggestion in recommending the appropration of Devaswom funds for educational purposes.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*) : Is the member aware of the previous existence of Devaswom lands before the State acquired them ?

MR. K. PADMANABHAN (*Chirayinkil I*) : A few acres existed.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*) : Is the member aware of the extent of the area ?

MR. K. PADMANABHAN (*Chirayinkil I*) : I am not in a position to furnish information on that point.

MR. A. S. DAMODARAN ASAN (*Mavelikara*) : What is the authority on which the member is making his statement ?

MR. K. PADMANABHAN (*Chirayinkil I*) : What authority ?

MR. A. S. DAMODARAN ASAN (*Mavelikara*) : The member has been narrating a history, the existence of which I wish to ascertain.

MR. K. PADMANABHAN (*Chirayinkil I*) : I would refer my friend to Section 4 of the Proclamation of 1097 which says that, in the annual budget, 40 per cent. of the Ayacat land revenue should be set apart for Devaswom fund.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*) : May I ask whether the member has taken care to understand what the 40 per cent. is for ?

MR. K. PADMANABHAN (*Chirayinkil I*) : I have taken care.

DEPUTY PRESIDENT : Please proceed to other points.

MR. K. PADMANABHAN (*Chirayinkil I*) : I shall be very brief on this point.

DEPUTY PRESIDENT : You cannot speak further on this point. Please proceed to other points.

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MR. K. PADMANABHAN (*Chirayinkil I*): Another equally vexed point in the Report is the portion relating to the entertainment of married women in the higher ranks of the Educational service. A good deal has been said about that. What I wish to say is that, if this part of the recommendation is accepted, it will ultimately result in a flooding of the female branch of the Education Department with European and Anglo-Indian ladies. I would just request the House to bestow its earnest attention before accepting that part of the recommendation. I will pass on to the question of private management.

It is gratifying to note that the Report is alive to the invaluable services rendered to the cause of education by private agencies in the State. The misappropriation of Government grant is a matter which requires stringent action. It is also the duty of the department to safeguard the interests of the teachers employed in the private schools.

MR. K. R. ELENKATH (*Kalkulam I*): Will the member suggest any way by which this misapproprition can be detected?

MR. K. PADMANABHAN (*Chirayinkil I*): Careful supervision and inspection will be the only possible method. The private schools of the State are a kind of self-governing institutions which are more or less autonomous in their character and which desire to continue to be so.

MR. K. A. NARAYANA PILLAI (*Todupuzha cum Devicolam*): Is the member the manager of any institution?

MR. K PADMANABHAN (*Chirayinkil I*): I may be.

MR. K. A NARAYANA PILLAI (*Todupuzha cum Devicolam*): I wish to know whether he is the manager of any institution.

MR. K. PADMANABHAN (*Chirayinkil I*): Yes.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know how he reconciles his two statements. He wants better supervision from the department and he wants the private institutions to be self-governing.

DEPUTY PRESIDENT: If a member is asked how he is reconciling his arguments, it will lead to complications. Let the member have his say. The other members also can have their say.

MR K. PADMANABHAN (*Chirayinkil I*): Even at present the department has got certain control in regard to the appointment of teachers and relief of teachers and various other matters confronting the administration. These institutions naturally desire to be autonomous. Instances are not rare in which some of the officers of the department have unnecessarily interfered in the administrative matters of these private schools. All undue interference in the internal administration of these private institutions is bitterly resented by the managers of private schools. My humble submission in regard to this point is that any undue interference in the administrative matters of these private institutions will ultimately result in a set-back to the cause of education.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Was the undue interference against the provisions of the Education Code?

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MR. K. PADMANABHAN (*Chirayinkil I*): So far as the relations between the department and the private institutions are concerned, the Education Code is not exhaustive. Sometimes this interference may transgress the Education Code.

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Can the member give an instance in which there was transgression of the Education Code.

MR. K. PADMANABHAN (*Chirayinkil I*): In the light of the discussion that has been going on, I do not want to give instances.

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*) Does the member know that the managers have been quite callous to the interests of the staff?

MR. K. PADMANABHAN (*Chirayinkil I*): There might be instances like that. I can cite innumerable instances in which teachers in private schools have gone out of their way and thus become involved in troubles.

Another aspect which I would like to emphasise in this connection, is the conditions imposed in regard to the grant of recognition in these institutions. Page 59 of the report says:

> "No school should receive recognition unless it is managed by a registered body, or a private individual who can demonstrate his ability adequately to finance the school. It should be a condition of recognition that the management whether a registered body or a private individual, should prove expressly its ability to meet a portion of the annual deficit, if such deficit occurs. In all cases of doubt the assignment of a capital sum of money for the use of the schools should be insisted upon."

DEPUTY PRESIDENT: Mr. Padmanabhan, one of the rules of debate is that long quotations may not be read. That is a rule which applies to all discussions.

MR. K. PADMANABHAN (*Chirayinkil I*): It is only a short paragraph, so I read it. In these days of acute economic depression, it may not be possible for one to demonstrate his ability to finance a school adequately or even to prove expressly that he will be able to meet any anticipated deficit to the satisfaction of the individual inspecting officers. The provision regarding—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Has the member made any representation to Government to exempt schools from the conditions laid down in the Code?

MR. K. PADMANABHAN (*Chirayinkil I*): There is no necessity for any one to make that recommendation. That is a hard and uncomfortable suggestion. It will not be possible for private schools to allot a capital sum for that purpose. If these recommendations are accepted, the only institutions in the State, so far as my knowledge goes, which could conform to these requirements will be a few missionary institutions. I conclude my speech with the request that the Government will bear in mind the observations made above when considering the recommendation of the Reforms Committee.

(Messrs. M. Sivatanu Pillai, A. Thanu Pillai, Antony George and several others stood up to speak.)

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DEPUTY PRESIDENT: The object is to make the discussion as profitable as it could be. But no gentleman, or lady for that matter, can insist on when he should be called on to speak. Unless there is some kind of mutual confidence that things will be attended to in the proper way, it would be impossible to do any business in this House. So I request members not to repeatedly call my attention to their readiness to speak in this manner. They need not press their claims upon the Chair which is bound to recognise their rights without any admonition.

MR. A. THANU PILLAI (*Trivandrum-Rural*): As things now stand we can only have short of one hour and 30 minutes for this discussion. I understand there are many members more who wish to speak and I shall be one of them. I cannot hope to succeed in a race to catch the eye of the Chair and I do not want either. But even after this representation, if members are allowed to speak for 20 minutes and more there is absolutely no chance for me to take part in the discussion. There are many reasonable things that we wish to point out to the House. So I request the Chair to fix a reasonable time-limit for members' speeches, considering the limited time at our disposal. I also request that the Chair will kindly see that some more time is allotted specifically for this purpose and that no member is allowed to exceed his time-limit.

DEPUTY PRESIDENT: I am sorry I cannot have any such hard and fast rule. Mr. Thanu Pillai's suggestion will be carefully considered.

(Mr. Antony George stood up)

MR. S. J. NAIR (*Nedumangad*): We are bound to obey the Chair. But—

DEPUTY PRESIDENT: Mr. S. J. Nair is not in possession of the House. Mr. Antony George will speak now.

MR. ANTONY GEORGE (*Nominated*): One is very glad to find that there is a general consensus of opinion that the Education Committee's Report is very well written and that it contains very many valuable recommendations. But what the public generally fear about is with regard to the huge cost that might be involved if all these recommendations are given effect to in full. The changes recommended are themselves so very drastic that one is tempted to ask the question whether the existing system of education is so very bad as all that.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I request the Chair to ask the member to come to the front and deliver his lecture? We on this side of the House could not hear him.

MR. ANTONY GEORGE (*Nominated*): The existing system has its defects to be sure. But nevertheless it just managed to keep education on the right lines. Had it not been so, how is it possible for Travancore to be so educationally advanced? There are no other States in India, except Cochin, which could boast of an all-round literacy amongst its population than Travancore. Illiteracy is confined here to the lowest strata of the depressed classes. And even amongest them, education is making sure headway and in course of time, not very far distant, illiteracy would be completely obliterated ont of Travancore.

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[Mr. Antony George.]

Then think of the great progress education has made amongst the female population of Travancore. We are ever putting forward this claim of our women, this claim to high attainments in education and general culture of our women, as a distinct feature of our society and as a sort of asset of our country and people. All these high achievements could not have been the result of no system or policy or guidance of and control over that system or policy.

But unfortunately the Committee has not got one word in favour of the existing system. Everything about it is shown to be all wrong. Its policy is shown to be something like a drift wood in a sea of incompetency. On the other hand it is undeniable that many of the recommendations of the Committee are of far-reaching importance. But none the less it remains to be seen how far these recommendations are going to be such a vast improvement over the existing system. The key-note of the recommendations is efficiency. But I fear that efficiency has to be purchased at a very great price. The Education Department is to be put up on a pedestal of its own. It is to become a sort of independent entity. As one reads the Report, one gathers the impression that what the Committee aims at is to set up a department practically independent of all outside control whatever. It is for this purpose that the Committee recommends that the interference of the Secretariat with the department should stop forthwith and altogether. It is for this purpose too that the Committee recommends that there should be a Secretary for Education and that Secretary should be none else than the Director of Public Instruction himself.

Now whatever advantage there might be with regard to speedy disposal of matters and other things by the Director becoming the Secretary, that advantage, I fear, might involve the sacrifice of a very wholesome principle now found governing the department. Now every policy or scheme that comes from the department has to go up to the Dewan and he, by agencies and methods quite unconnected with the Educational Department, investigates and enquires into this policy or scheme and comes to independent conclusions and judgment over it. But when once the Director becomes the Secretary, this independent method of enquiry and investigation and independent judgment and conclusion would cease to exist. The Director-Secretary would be the master of the policy as he would be in absolute control over the department. Such a state of thing would not be an unmixed blessing. It would in the long run turn out more of a clog than anything else for the proper course of education and even for the proper working of the department. This sort of absolutism in any department is quite an undesirable thing in any Government. Besides it is not the fashion in many of the Provinces and States in British India. It is only in the Punjab and such like few Provinces this system is found to exist. So the adoption of this recommendation requires the most careful consideration on the part of the Government.

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I am in full agreement with the Committee's recommendation with regard to the re-organisation of the head office of the department. But with the re-organisation and with the addition of new hands and staff and a Financial Assistant to the Director, I don't believe there would be any necessity for the appointment of a Deputy Director of Public Instruction. The reasons given for the appointment are not convincing. One of the chief reasons given is that the Deputy would act for the Director when he goes out on short leave of absence and that, when he goes out for good, the Deputy is to step into his shoes. So till then he is to become a sort of under-study of the Director and being that he will quickly develop into something like a shadow of the Director, and the shadow might either swallow up and eclipse the Director or he will ever remain a shadow. In either case, it is quite a disagreeable arrangement. And the cost involved is not negligible. Perhaps the Government might have had their own misgivings in the matter. Perhaps the Government might have thought that the Deputy Director might not survive a debate on the floor of the House. (*Hear, hear*). Hence it is that he is made a settled fact. Whatever it might be, I might tell the Government that any system of education, even the system recommended by the Committee, might very well go on without a Deputy Director of Public Instruction.

MR. K. R. ELENKATH (*Kalkulam I*) : Does not the member know that the Deputy Director has already been appointed ?

MR. ANTONY GEORGE (*Nominated*) : I know that it is a settled fact. The recommendation of the Committee with regard to private agencies is of very great importance. It is very well suggested by the Committee that the aim of the Government should be to withdraw gradually more and more from the direct control and management of departmental schools and to allow private agencies to come in their stead ; and also that the Government should concentrate their efforts in establishing and maintaining a few schools in chosen centres which should serve as model institutions for the whole country, something like the public schools in England. If the Government would only accept this recommendation, it would be better for the cause of education generally and the Government would be enabled to relieve themselves of much of the burden of the cost of education now weighing upon them. And the people also would be benefited. For there would be no need then to impose upon them any burden in the shape of education cess or other modes of taxation.

The committee in making this recommendation has made a handsome recognition of the great and splendid services done by the Christian missionaries for the cause of education in Travancore. It was a well-merited recognition. It was a timely recognition, especially so as now-a-days people imbued with a sense of false nationalism and afflicted as it were with narrow prejudices are not found wanting in belittling and disparaging the educational activities of these Christian missionaries. It was a great pity that on the strength of a magazine

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[Mr. Antony George.]

article and on the authority of a Mr. Cole or somebody an uncharitable attack was made on the floor of this House yesterday by no less a person than the distinguished leader of the Liberal party against the devoted and selfless services rendered by the Christian missionaries in the cause of education in Travancore.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I shall say a word of explanation. I simply pointed out that, if that is a well-established statement, then there is a possibility of an argument to be built upon that. If Mr. Antony George assures me that it is an absolutely unfounded statement, I do not build any argument upon that.

MR. ANTONY GEORGE (*Nominated*): But you seem to believe that statement.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I simply said, if it is a well-founded statement.

MR. ANTONY GEORGE (*Nominated*): It is not at all.

The Liberal leader fears about the proselytising activities of the Christian missionaries. It is a vain fear, an unfounded fear. An impartial view of the services of these Christian missionaries would convince any honest mind that these services have been and are inestimable and invaluable for the country and the people.

The Committee's recommendations with regard to education cess, enhancement of college fees and abolition of Women's College are not conceived in the right spirit and are unacceptable. One word with regard to the Committee itself. This is the only Committee ever appointed in Travancore which has not asked for more time to submit its report. That is an achievement in itself. The Committee has done its work in the shortest time and in the cheapest manner possible and withal it has brought to bear on its work a thoroughness and a grasp of the subject in all its aspects that the Report it has submitted is in many respects quite admirable.

MR. S. J. NAIR (*Nedumangad*): Now at least, I got an opportunity to speak. I thank the Chair for having given me the opportunity.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): May I know whether the member could thank the Chair for having given him an opportunity?

DEPUTY PRESIDENT: The member is out of order.

MR. S. J. NAIR (*Nedumangad*): I shall try to be as brief as possible. I shall try to avoid "rivalry, overlapping and waste" to use the favourite expressions of Mr. Statham, in the matter of discussion of the Education Committee's Report.

Mr. Statham is not a Travancorean and hence he knew very little about the education obtaining in the land, when he was appointed as the Chairman of the Committee. No doubt, Mr. Statham has a reputation as a British Indian educationist. But, when he came to Travancore, for the first time as the Chairman of the Committee, he knew very little about the condition of the people, the nature of the education that prevailed here and also the exact situation of the educational

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progress in the State. The main fault of the unworkable nature and the undesirable findings in the Report rests with the co-members of the Committee.

The members who were on the Committee along with Mr. Statham were not at all "educationalists" in the literal sense of that expression. They were only employees employed in the educational institutions in the State. Big men and famous educationalists in the land, such as Professor K. V. Rangaswami Aiyangar, Mr. R. Easwara Pillai, Mr. P. K. Narayana Pillai, Mr. Changanachery K. Parameswaran Pillai, Mr. K. Narayana Kurukal and others were not included in the Committee, and consequently no check and control were exercised upon Mr. Statham in the preparation of the Report. To use a journalistic expression, the Report of the Committee appears just like a newspaper cutting. There are very excellent portions, as well as very bad portions in the Report. Chapter VII in the Report, that deals with technical and professional education, is excellent. With regard to the points that have been discussed in the Chapter on "Control", they are most novel and retrograde. The Director of Public Instruction wants to be the Educational Secretary directly under the Dewan and he points out in the Report certain analogies in justification of this position. But it seems to me, Sir, that those analogies are far-fetched. The position of the Dewan in the State as the head of the administration is just like the position of the Governor or Lieut. Governor in British India. But in his Report, Mr. Statham says that, in Punjab, the Director of Public Instruction works directly under the Education Minister. But, there, Sir, the Education Minister is a non-official gentleman who is nominated by Government as Minister. He is not the head of the administration or the Government. In order to have a proper check and control, it is most inadvisable to make the Director of Public Instruction the Educational Secretary to the head of the administration of the land.

Then about the Financial Assistant. That too is not a proper suggestion. He wants the Financial Assistant to work directly under him in the Director's office. Sir, the allotment made under educational expenditure in the State is a very big amount, nearly 50 lakhs of rupees. To have Financial Assistant directly under the control of the Director is inadvisable. An Assistant Account Officer may be deputed to work in the Director's office. His promotion and control over him and everything else are to vest in the Account Officer and Government and not with the Director of Public Instruction. Otherwise much untoward events and undesirable results may take place in course of time with regard to the financial administration of the department.

In the Report, Sir, big changes and drastic alterations are recommended. Sir, many of the suggestions contained in the Report discourage not only primary education in the State, but also higher Vernacular education in the State, secondary education in the State, college education in the State, and not only that, even women's education in the State (*laughter*). To "evict" women from service is to discourage higher education amongst the women.

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[Mr. S. J. Nair.]

It would appear from the Report that Mr. Statham wants not to remodel or reform the existing system of education, but altogether to kill it. He wants not to mend it, but to end it. This is due to the absence of knowledge of the conditions prevalent in the State and due to the fault of those two members who worked under him, since they were not in a position to direct him in the right manner, and suggest to him constructive proposals. Sir, anyhow I do not wish to take any more time since I have said at the very outset, that I would not make any sort of "rivalry". I shall give sufficient opportunity for other members also in this House to make their representations on the subject.

I shall not proceed further; but, before I close, Sir, I request permission of the President to present a petition to the Travancore Sri Mulam Assembly during the course of the discussion, under Section.—

DEPUTY PRESIDENT: I am sorry the permission asked for cannot be granted at this stage, because, under the Rules, I have to be satisfied that certain other conditions are fulfilled. Mr. S. J. Nair told me about this petition. He had only one copy and consequently he could not give it. Therefore the question of presenting a petition may be considered later on. Rule 67, which you will find in the Manual, is this:-

"67. (1) After the member who moves has spoken, other members may speak to the motion in the order in which they are called by the President. If any member who is so called upon does not speak, he shall not be entitled, except by the permission of the President, to speak to the motion at any later stage of the debate".

Not that the President is anxious to have any arbitrary standard. As I said yesterday, a sound discertion will be exercised. I thought it was necessary to read out the rule because I found some members were under the impression that, as soon as a person is on his legs, the Chair must call him. That would not be proper. Various other matters have to be considered before a member is called upon. Therefore I would request the members to believe that the best and legitimate and lawful discretion will be used. I now ask Mr. K. Mahomed to speak.

MR. S. J. NAIR (*Nedumangad*): Sir, I have not finished.

DEPUTY PRESIDENT: Your time is up.

MR. S. J. NAIR (*Nedumangad*): May I respectfully submit, Sir,... ... ...

DEPUTY PRESIDENT: Mr. S. J. Nair, you should sit down. You can move the petition later.

MR. S. J. NAIR (*Nedumangad*): I obey the ruling of the Chair.

MR. K. MAHOMED (*Alwaye*): I congratulate the Committee for having submitted a very valuable Report. I deem it a very useful document, but the changes which the Committee wish to introduce are most of them radical. I do not wish to make a downright criticism. There are recommendations which are good and acceptable, there are recommendations which may be accepted but which cannot be brought into practice, and there are recommendations which are not suitable to the existing conditions of the State.

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The closure of the Education Section of the Secretariat, the levying of an educational cess, the increase of fees in schools, the refusal of admission of pupils under the age of five in Primary Schools, the residential system in the Women's College, the refusal to appoint married women in the higher grades of educational service, and the extension of the training course to two years, are some of the recommendations which cannot be brought into practice. If these recommendations have to be put into practice, a very large amount of money has to be spent. If the Education Section of the Secretariat is closed to-day, some other Sections of the Secretariat such as the Excise, Police, P. W. D. and others may also be demanded to be closed and consequently the Secretariat may be come non-existent.

MR. K. R. ELENKATH (*Kalkulam I*): I should like to know whether the member is criticising the recommendations in the Report.

DEPUTY PRESIDENT: You may listen to what he says.

MR. K. MAHOMED (*Alwaye*): The shifting of the Intermediate Section from the Science College and the B. A. Classes from the Arts College is in my opinion unworkable. Separate laboratories and libraries will have to be provided for in both the Colleges. The Committee has recommended the opening of a College of Technology with industrial workshops for research and manufacture attached to it. This is highly desirable on its very face; but it presupposes the establishment of a large number of feeder institutions throughout the State, which involves a lot of expenditure. Every school with a vocational bias must lead to a workshop or factory. A well-planned scheme of technical and professional education is absolutely necessary, in view of the growing unemployment and the decaying faith on the part of the public in higher literary education. But all these mean large funds. It remains to be seen from what sources additional funds will be forthcoming.

With regard to the Vernacular schools, the abolition of the Vernacular Middle Schools and High Schools and opening of training schools in their places cannot be accepted; for it may detrimentally affect the educational prospects of the lower and middle classes. Primary education does not qualify them for Government jobs and English education becomes too expensive for them. Every effort should be given to develop and encourage Vernacular literature in our State, because Vernacular is our mother tongue.

With regard to the medium of instruction, I have to say that for the sake of removing irregularity and introducing a sort of uniformity, Vernacular should be made the medium of instruction. If possible, Vernacular primary education should be made compulsory for the sake of the backward classes. The recommendation to overburden the staff of the Training College with additional work of inspection is not desirable. There are Assistant Inspectors, Divisional Inspectors and Divisional Assistant Inspectors to do that work.

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[Mr. K. Mahomed.]

The hardships which the teachers of the management schools are subjected to are notorious. Most of them do not receive even the grant given by the Government to the managers of some of the schools in the State. Very often the teachers are made to contribute towards the expenses necessary for the equipment and maintenance of management schools. The teachers of the management schools should be given the wages for the work they do. There are managers in the State who appoint teachers at their will and caprice. Their power should be controlled by the Director by reserving to himself the powers of appointment and removal of the teachers in aided schools.

Coming to Muslim education, I have to protest against the proposal to subject the present Muslim Inspector of Schools under two controlling officers at the same time. He cannot serve two masters at the same time. If this item of reform is introduced, he may become the only officer in the State who is made to serve two masters, *viz.*, the two Divisional Inspectors. Muslim education may not prosper if the present Muslim Inspector is not invested with more and well-defined powers. It is highly necessary to give him administrative control over the Muslim schools of the State. He should be placed under the direct control of the Director or Deputy Director.

I may also point out the hard lot of the Koran teachers. At the time of the previous salary revision, their claims were overlooked and this Committee also made no recommendation to increase the grant given to them, *viz.*, Rs. 6 per mensem.

It is equally desirable to enforce the introduction of provident fund system for the benefit of the teachers of the management schools.

With these few remarks I resume my seat.

(At this stage a number of members stood up to speak.)

DEPUTY PRESIDENT Will all the other gentlemen please sit down? Mr. Sivatanu Pillai may speak.

MR. M. SIVATANU PILLAI (*Tovala*): Sir, I am afraid I am going to speak upon the subject from a point of view entirely different from what we have been listening to. I do not known how far I am correct in this statement. We have had a little before a Mahomedan point of view, a staunch Hindu point of view and a liberal point of view. But the point of view from which I am speaking is an entirely different one. It may be called the Tamil, the southern or the agriculturist's point of view. Looking at the Report from that point of view, I must say that the Report is entirely disappointing. I say with full sense of responsibility that the Report is entirely disappointing from the point of view which I have endevoured to define—the poor agriculturist's point of view. The ordinary agriculturist is not in the least concerned with a residential type of college education, a mixed system of education or any of these sorts. From their point of view I say that the Report is lacking

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by way of any hope to them. It is true that in the last session of this Assembly, so many difficulties were confronting the Deputy Director of Public Instruction who was then in charge of the portfolio. To a number of difficulties pointed out there was a uniformity of answer that the Statham Report is going to solve all those difficulties. It was more or less going to be a great boon to us. Now the Statham Committee Report is before us and we do not find any solution that we were naturally expecting for the difficulties that we were experiencing for the last so many years and also for those that were expressed on the floor of this House during the last session of the Assembly. Yesterday during the course of the discussion of the Report by Mr. Statham, the Deputy Director was so very impatient when questions were asked to the Director. That shows that two stalvart educationists are required to bring the recommendations for acceptance. Mr. Statham himself admits that the recommendations contained in the Report are not at all revolutionary. In fact he was trying to show by his arguments that several of his recommendations which were suspected to be revolutionary were not, really speaking, revolutionary. What he meant was that the Report was not at all revolutionary but that it endeavoured to set the stamp of recognition on existing practices. The public were given to understand that the Report was highly revolutionary. But Mr. Statham says that they are not at all revolutionary but only things recognised and in existence in other parts of India. If I understand him correct and if the Report is not revolutionary, it is disappointing to the agriculturists. The ryots and the ordinary people of the country were expecting some revolutionary reforms to be enunciated by the expert Committee. But as a matter of fact when we come to realities we do not find any revolutionary reforms. And so the Report is disappointing.

The second thing is if I may call that Report a bias Report because it contains in my humble opinion only bias. Mr. Statham said that he was actuated with the best of motives and sincerity of feelings when he endeavoured to prepare this Report. I do grant it. I have absolutely no dispute what soever with his contention. I call this Report a bias Report for various reasons.

MR PACODE A. NARAYANA PILLAI (*Vilavankod*): Is it vocational?

MR. M. SIVATANU PILLAI (*Tovala*): I shall give certain instances why I call it a bias report. Unfortunately our attention is prominently drawn to vocational bias *i. e.* No. 1 bias No. 2 is against the entertainment of married women in educational service. Bias. No. 3 is the handing over of Government management of schools to private institutions. The fundamental duty of the Government is the retention of the control over schools. Number 4 is the bias towards allowing religious instruction in primary institutions under cover of moral teaching. That is another bias which is not in the least acceptable to the modern tendency of the people. Bias No. 5 is in favour of the appointment of medical men as Physical Instructors. I do not understand the fancy for medical men to such appointments. Perhaps the idea that weighed in the minds of the authors of the recommendation was that in the course of a trapezium or parallel bar,

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[Mr. M. Sivatann Pillai]

exercise, if students sustain any injury the medical man may come to the rescue. Lastly there is the bias against the financial effect of the whole scheme. We do not know what amount has to be spent on the reforms submitted by the Committee. It is for these reasons that I call this Report a bias Report.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Will it not be better if the Physical Instructor happens to be a Sanitary Director also?

MR. M. SIVATANU PILLAI (*Tovala*): That also is acceptable. But then there will be no end of it. A man with a knowledge of carpentry, gardening and other qualifications may be a better Physical Instructor. What we are concerned is not these qualifications. These are the reasons why I call the Report a bias Report and I think I am perfectly justified in calling it so.

Sir, the recommendation about the educational system in the State is defective especially with regard to primary education. I have absolutely no objection to extending the primary education to five years and to be staffed by women teachers. They are some of the features and I am in favour of them. If we consider that the primary education is defective it is the duty of the Government to pay more attention to their improvements. That is the fundamental duty of a civilized Government to perform towards the people. From the view of the suggestion with regard to the reform of the primary education, the Report is seriously disappointing. If what is recommended by the Committee is brought into effect, the result in the long run would be to hand over primary education to the hands of private agencies. I do not think Mr. Statham forgets the fact that in the course of his enquiry when he was at Nagercoil he invited me to give my evidence before the Committee and of course I was glad to give that. He asked me whether I, as a representative of the Municipality, will be able to take up the task of promoting education within municipal areas. I had already made answer that we municipal people are not fitted to take up the work of primary education of boys and girls in the State. My second suggestion was that if it was considered that the fundamental duty of the Government was the spreading of primary education, why should municipal people take up that work. I wonder why after receiving such an answer from me as a representative of the municipal Councils, Mr. Statham thought it fit to recommend that local bodies may gradually be given the responsibility of conducting primary education.

I wonder why, on what authority, they recommended that local bodies may be entrusted with primary education. I daresay, every member of this House who has studied the position of the local bodies in Travancore, the municipalities or the recently constituted Village Panchayats, will agree with me in my opinion that these local bodies will not at all be able to satisfy the needs of the people in the matter of primary education. I do not see how the Education Reforms Committee was persuaded to recommend that local bodies may be entrusted with this responsibility of running Primary Schools.

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With regard to the small village schools having only the first one or two classes, I understand from the Report that, if such schools do not work as feeder schools to other schools with all the primary classes, they should be abolished forthwith. Sir, if the Committee had taken care to understand the real situation in these villages, they would certainly not have made this recommendation. In fact, even for these two classes in these schools, they do not now have sufficient number of pupils. The people are so reluctant in these parts to send their children to schools; and in most places, they require even inducement to attract the children to school. It is because of sheer inability to run more than one or two classes that they have stopped with them. If, as suggested by the Committee, even these classes are abolished, the little interest that the people in these parts have now begun to take in education, on account of these schools being near them, will cease to exist. We require many schools of this nature especially for the depressed class villages in South Travancore. I know there is overlapping of schools in some places, situated very close to one another and run by different denominations, in a spirit of unhealthy rivalry. I can understand the abolition of some of these schools where we are sure that there is excess provision and rivalry between the managements. But, if it is found that in particular localities it is possible to have only one school with not more than one or two classes, the schools should not be abolished merely because there is no complete school near by to which these smaller schools can serve as feeders. The Report is not only revolutionary in its recommendations in this respect, but it is positively reactionary. In fact, I do not consider that the Committee is revolutionary in any of its recommendations. Sir, may I point out that it is the primary duty of every civilised Government to provide facilities for elementary education for every one among the people? Sir, that primary duty of the State is now sought to be shunted on to local bodies, none of which, in Travancore, as I have already submitted, seems to be in a position to undertake that responsibility.

Sir, in regard to the various recommendations contained in the Report, I would suggest a revision of many of them. I have absolutely no objection to that task being entrusted to one individual, provided we could get one with a deep sense of devotion to duty, character and selflessness, be he the Director of Public Instruction or any other expert in education. I should certainly like the task being entrusted to the proposed Advisory Board, provided the opinion of the Board will prevail even against that of the Director.

MR. A. THANU PILLAI (*Trivandrum-Rural*): Sir, the Report has already been discussed from several points of view. I see very great force in the contention that the recommendations are not likely to prove useful at all unless necessary funds are made available. The Report is defective in regard to the discussion of the financial aspect of the various recommendations. I see many things in the Report which need not alarm us at all from the financial point of view. I am at one with Mr. P. K. Narayana Pillai in thinking that additional taxation for the purpose of education cannot be lightly resorted to. It will certainly not be well received, especially for some time to come.

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[Mr. A. Thanu Pillai]

Then, in regard to the suggestion that several of the institutions now run by Government may be handed over to aided agencies, that suggestion also does not seem to be capable of being put into effect under existing conditions. I wish to say a word also in regard to this suggestion of the Committee. Sir, I would like the department to be honest in this matter. The suggestion is worthy of consideration only in regard to primary education, since we have not got many middle or High schools ; and colleges are very few. So far as the primary schools are concerned, as a matter of fact, it is the Government that are now maintaining two sets of these institutions. Because, there are now two sets of teachers, one in departmental schools getting Rs. 15 or 18 and another in private schools getting a portion or, at the most, the whole of the Government grant of Rs. 8½. That is the position. Although, technically, the private schools are not treated as Government schools, as a matter of fact, they are being maintained by Government, since, in most cases, the aided agencies do not, as a matter of fact, make any contribution towards their upkeep. The Report itself admits this fact. Why try to ignore that or forget that ? I suggest in all earnestness "Why not be honest?" We know for a fact that these aided agencies have not been contributing towards the upkeep of their schools. In fact, most of these schools are being run on profit. Why should we allow such a state of affairs to continue when we know it fully well ? It has been our argument always that the teachers in the departmental elementary schools cannot do their work properly if they are not paid at least Rs. 15 a month and if they are not fed and clothed properly. We all know the agitation in the Legislative Council to get the pay of these teachers enhanced. In those circumstances, how can we expect the teachers in aided schools, who do not get even the full Government grant of Rs. 8½, to do their work properly ? In the circumstances, what I would suggest is—not that the suggestion should be immediately given effect to or is capable of it—that, at least for the future, the policy of the department, in the matter of primary education should not be to hand over primary education to aided agencies, but to take up more and more of the present aided schools also under Government management and pay the aided school teachers just what you are now paying them by way of grant.

MR. K. C. ABRAHAM (*Kottayam II*) : Is it the member's suggestion that the Government must get assigned in their favour the aided schools in the State ?

MR. A. THANU PILLAI (*Trivandrum-Rural*) : That is what I would wish.

MR. K. C. ABRAHAM (*Kottayam II*) : May I know what the member thinks of the financial aspect of the proposal ?

MR. A. THANU PILLAI (*Trivandrum-Rural*) : I do not insist that all the existing schools should be taken over by Government all at once,

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That may not be practicable, I know we have to continue for some time to come, under the existing unsatisfactory state of affairs.

MR. K. C. ABRAHAM (*Kottayam II*): Does the member think that the quality of teaching depends on the pay of the teacher?

MR. A. THANU PILLAI (*Trivandrum-Rural*): The quantity of teaching to a large extent, depends on pay.

MR. K. C. ABRAHAM (*Kottayam II*): Quality?

MR. A. THANU PILLAI (*Trivandrum-Rural*): Quality, quantity, all things depend on the pay.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): What about efficiency?

MR. A. THANU PILLAI (*Trivandrum—Rural*): It has always been argued in the Council, on behalf of the Vernacular school teachers, that ill-paid, half-starved teachers can never make an impression on the pupils and are sure to be inefficient.

MR. N. E. VARUGHESE (*Tiruvalla I*): എയിഡഡ് സ്കൂളുകളിലെ അഭ്യസനം ഡിപ്പാർട്ടുമെൻറൽ സ്കൂളുകളിലെ അഭ്യസനത്തേക്കാൾ മെച്ചമാണെന്ന് ഈ റിപ്പോർട്ടിൽ പറഞ്ഞിരിക്കുന്നു എന്ന് മെമ്പർക്കറിയാമോ?

MR. A. THANU PILLAI (*Trivandrum—Rural*): പ്രൈമറി സ്കൂളുകളെ സംബന്ധിച്ചാണോ മെമ്പർ അഭിപ്രായപ്പെട്ടത്?

MR. N. E. VARUGHESE (*Tiruvalla I*): അതെ.

MR. A. THANU PILLAI (*Trivandrum—Rural*): അങ്ങിനെ റിപ്പോർട്ടിൽ പറഞ്ഞിട്ടുണ്ടെന്നു തോന്നുന്നില്ല.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Does the member suggest two different scales of pay for the same kind of teachers in Government service?

MR. A. THANU PILLAI (*Trivandrum—Rural*): I will come to that. I do not think that it is a fact that these aided schools are working better than departmental schools; on the contrary, I find several references to serious defects in some of the aided schools. There are passages which show that actual fraud is being committed in the aided schools. Mention is made of schools where students existed only in the attendance registers and other school records. I do not see how we can say that the Report says that the aided schools are working better than the departmental schools. How can we expect teachers getting Rs. 5 or 6 a month to do better work than teachers getting Rs. 15 or 18 a month? If that is a fact, I must certainly condemn the department much more strongly than I have been doing hitherto.

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MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): In suggesting that aided schools must be taken over by Government their teachers being paid the Government grants they are now getting, does the member realise that there will then be two different scales of pay for the same kind of teachers?

MR. A. THANU PILLAI (*Trivandrum—Rural*): If our finances do not permit all these teachers being paid the salary that the Government school teachers now get, I do not see why we should not pay to the present aided school teachers, the whole of the Government grant at least. Even that they do not get now. As a matter of fact, it is purely out of Government money that the aided schools are now being run. Then, why not do it openly?

MR. K. C. ABRAHAM (*Kottayam II*): May I refer to page 133 of the Report to prove the statement that, according to the Committee, the work done in the aided schools is better than that done in the departmental schools? Has the member read this passage?

DEPUTY PRESIDENT: I think the question is objectionable. A member should not ask whether another member has read a report that has been distributed. Mr. Abraham can put the question in a different form.

MR. K. C. ABRAHAM (*Kottayam II*): I only asked the question whether he has read that passage and is taking exception to it.

MR. A. THANU PILLAI (*Trivandrum—Rural*): I should like to know the passage which the member is referring to.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): Sir, on a point of order. മെമ്പേർസിനെ ആണറബിൾ മെമ്പേർസ് എന്ന് സംബോധന ചെയ്യുവാൻ പാടുണ്ടോ എന്ന സംശയമായിരിക്കുന്നു. ആ സ്ഥിതിക്കു ആണർ എന്നു പ്രസിഡന്റിനെ പറയാമോ?

DEPUTY PRESIDENT: No, he did not say that.

MR. K. C. ABRAHAM (*Kottayam II*): I rise to a point of order. I have understood that it is always a parliamentary practice to address the members of the House belonging to the noble profession of law as the Hon'ble and learned members on the other side.

DEPUTY PRESIDENT: After all, these are not matters affecting the essence of the debate and therefore I do not propose to give a ruling.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): In the light of the observations made so far, do we not cease to be Hon'ble members?

DEPUTY PRESIDENT: I should like Mr. Chandrasekaran to withdraw that.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): I am sorry, Sir.

MR. A. THANU PILLAI (*Trivandrum—Rural*): The passage referred to by the member is to the effect that personal enthusiasm is seen

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more in some aided schools than in the departmental schools. Now, Sir, that may be so, because in the case of these aided schools, the schools have to continue. Probably in spite of the defective teaching and other defects, the management are interested in seeing that the schools continue. Probably the students may be induced to attend the schools so that a show may be made of the existence of these schools. Anyhow, this thing is clear that a man who is paid Rs. 6 or 7—I do not think much argument is needed to support this statement of—mine—cannot be expected to work with that degree of enthusiasm and earnestness as a man who is paid Rs. 15. I have no objection to the department on the other hand taking over all the aided schools and their having, if the finances do not permit of all the teachers in the primary schools being paid Rs. 15, two grades of teachers, one on Rs. 15 and another on Rs. 10. I do not think that nobody can raise a valid objection to this.

MR. K. GEORGE (*Ag. Land Revenue and Incometax Commissioner*): The only objection is that they will have to be paid the higher pay later on.

DEPUTY PRESIDENT: Mr. George is not in order.

MR. K. GEORGE (*Ag. Land Revenue and Income tax Commissioner*): I am sorry, Sir.

MR. A. THANU PILLAI (*Trivandrum—Rural*): Anyhow, I do not see how that follows. There are officers doing the same kind of work on scales of pay differing very much from the minimum to the maximum. For instance, I may refer to the schoolmaster himself in the English schools. There is the graduate school master on Rs. 50 and there is at the same time the graduate schoolmaster on Rs. 175. I do not see what insurmountable objection there can be in having two sets of Vernacular schoolmasters, one on Rs. 10 and the other on Rs. 15. For my own part, I do not see any objection either logical or practical. Anyhow, so far as the recommendation of handing over the departmental schools to private agencies is concerned, I would emphasise this fact that Government must give up this policy. It has been found that whatever might have been the intentions of that able educationist, Dr. Mitchell, when he framed the Code, they existed only in the Code. It has not been found possible to put them into effect. It has not been found possible to induce the management to spend anything substantial in the conduct of these schools. It has not been found possible to bring them under proper control. On the contrary, we find that the Committee now disclose the very well known fact they emphasise, namely, that these educational institutions which ought to have been the centres of morality are now seen to be the centres of extreme immorality in the sense that they get receipts from teachers for amounts higher than those actually paid to them. Sir, I ask, is it not a disgrace to the system of education which can disclose facts like these? Is it for this that our schools exist? The boy is there. He finds that the teacher signs a receipt for Rs. 12 and takes only R. 7. Can there be anything more immoral than that?

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MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Is the boy expected to know it?

MR. A. THANU PILLAI (*Trivandrum-Rural*): In many cases, yes. That is what is happening in many of our institutions.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know whether it cannot be rectified by imparting religious instruction?

MR. A. THANU PILLAI (*Trivandrum—Rural*): No.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Is there not a condition that the private management should make a contribution of at least 20 per cent?

MR. A. THANU PILLAI (*Trivandrum—Rural*): Sir, I am not an educationalist or an educationist and—

MR. K. R. ELENKATH (*Kalkulam I*): May I know whether—

MR. A. THANU PILLAI (*Trivandrum—Rural*): I am answering one question and before that is answered, no other question, please. I view things from the practical point of view. Dr. Mitchell, when he framed the Education Code, little thought that the consequences would be what we see today. Mr. Chandrasekharan asks, is there not a condition laid in this Report that, before an aided school is given recognition or grant or probably is allowed to continue under new conditions, the management should be able to contribute at least twenty per cent. towards the upkeep of the school. Now, Sir, we are dealing with the management with which the Committee also has been dealing. Is it impossible, I ask, that hereafter, simply because the Report has been published and simply because a new set of officers have come to take the place of old ones; probably even that is not going to be effected in full; simply because all these changes are to take place, it is suggested that the management is not going to be prevented from circumventing hereafter all the conditions of the would-be-Code? I am far from taking that view. I may also tell the House that it is not really the lack of character alone on the part of these managements that has compelled them to resort to these things. It is not that. It is their poverty. Dr. Mitchell probably thought that the Travancoreans would be ready and willing and offer to spend money towards the management of these schools. As a Travancorean, I know that such managements are very few. That fact we should reckon with. Simply because you make rules, do not be under the impression that all the teachers will be paid properly.

MR. K. C. ABRAHAM (*Kottayam II*): What is the difference between the departmental control over private agencies and the policy of diversion?

DEPUTY PRESIDENT: That question need not be answered because that is testing a member's knowledge.

MR. A. THANU PILLAI (*Trivandrum—Rural*): I do not mind if the question is to test my knowledge and I may answer it in my own way. Anyhow, I am not so much concerned with the big question as to what is going to take place under a particular arrangement.

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MR. K. R. ELENKATH (*Kalkulam I*): Even supposing that the management is asked to deposit the whole salary, how can the department check the teacher giving back a portion of the money to the management?

MR. A. THANU PILLAI (*Trivandrum—Rural*): What the member suggests is quite possible. Sir, as a lawyer it has come to my knowledge that the money sued for by a party was really not paid at all; though it has been taken to the Sub-Registrar's Office and handed over by one party to another in the presence of the Sub-Registrar, and subsequently after the registration, the money is taken back by the person who paid it. Such a thing takes place. So, in regard to the transfer of schools at any rate, since the proposal is very seriously made, I agree with Mr. P. K. Narayana Pillai in saying that that is one of those proposals which should not be given effect to. If the conditions that are laid down can be fulfilled, probably it might be possible; but I have no hope about it.

The consideration of the financial aspect of the matter is quite important, and the means suggested are not easily acceptable. But in spite of that, Sir, I find there are very many things in the Report that can be given effect to. As Mr. Parameswaran Pillai said in the morning, the complaints against the existing system of education are manifold. One of them is that our educated men have no ability to earn a livelihood. Now, this Report attempts to remedy that defect. In so far as that is concerned, my own impression is that the recommendations in the Report relating to the establishment of technical schools form a very substantial portion of the Report and the consequences of these recommendations will depend, according to me, mainly on the success of these industrial schools that are now suggested. If the recommendations in regard to that aspect of the matter do not produce sufficiently good results, I must take it that, so far as the country's needs are concerned, the Report is not of much use. So, we must see that these recommendations which relate to the opening of technical schools and also the recommendations that relate to the conditions to be brought about for the opening of these schools are well considered. These schools are now suggested in such a way that they will be of use to a student when he has left the Fourth Form. That, I take it, is the gist of the recommendation. That is to say, these vocational schools or technical schools are such that a boy who goes out of the school after the Fourth Form examination will be able to get himself admitted to these schools as also the boy who goes out of the vocational bias schools.

Before going on to that, I have to make a reference to the arrangement that is proposed in regard to the Vernacular school course after the fifth class. I agree with the Committee that the primary course should be extended to five years. Then what is to follow? That is the prime question. We have heard it argued here that the recommendations in the Report have the result of giving a great blow to vernacular education. Sir, there is considerable force in that contention. Here, the suggestion is that a system of vocational bias schools should be

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[Mr. A. Thanu Pillai.]

opened to enable the boys who go out of the fifth class to continue their education. No doubt, there is also the English education. I am one of those who have always thought that these 'parallel schools should not be continued. By 'parallel schools' I mean schools like the Vernacular middle schools and the English schools. The Report says that they are not parallel schools, that hereafter at any rate they should not be viewed like that and that these Vernacular schools ought to be considered as vocational bias schools. In regard to these vocational bias schools, my fear is that they are not going to be a success. I do not think much argument is needed to show that. It is also proposed that the number of these schools will be considerably reduced. That is what I understand from the Report and here we find the complaint that our vernacular is going to be neglected and also that the general level of culture in the country is going to be lowered. I am afraid there is great force in that contention. Now, what is the remedy suggested? We find the English school from the First to the Sixth Form. Two things have to be guarded against. One is the future of the Vernacular and the other is the general level of culture among the masses. In regard to these two points, I am afraid the Report is very defective. Now, Sir, there are about 25,000 students in the Vernacular middle schools and high schools. From the 6th class onwards about 25,000 students are studying in the Vernacular schools and about 50,000 students are studying from the I Form to the VI Form. As to the 25,000 students, I do not see that sufficient provision is made to enable them to continue their education. No doubt there will be the answer that it is not desirable that they should be allowed to continue their education and that a large number of them should be given facilities to divert their studies into vocational schools. It may be stated that that is to their advantage. But I am not satisfied with that. After all, five years' study in Vernacular schools will not give a man that education which an educated citizen should have, even though it is not expected to qualify him for higher things. That fact should not be ignored. The Committee itself is of opinion that five years' course is not enough for primary education. But it is said that they are not recommending up to the VI Class because of the difficulty in regard to accommodation and other things. Their hope is that in the fulness of time the primary course should cover six years. That is what has been laid down in the Report. As Mr. Abraham pointed out—I think it was Mr. Abraham—that Travancore is famous for its literacy, and as Mr. E. V. Krishna Pillai stated, it is famous for its Malayalam education and literature. That does not mean that the general level of culture should be allowed to lower itself unduly. So I would suggest that these Malayalam middle schools may be converted into English middle schools as they are proposed here. I find that in the interests of the Vernacular and also in the interests of the students themselves, the proposal is made that in these English schools the medium of instruction will hereafter

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be Malayalam provided the Headmaster or the Manager of the institution desires it. That may help to give a guarantee to some extent that the interests of the Vernacular will not be neglected. But in regard to that proposal, I am of opinion that it is not enough to leave it to the management or the Headmaster to decide whether the medium of instruction in that school will be Malayalam or English. I am emphatically of the view that the medium of instruction in the English schools should compulsorily be made Malayalam. The only difficulty that I find in the Report relates to the existence of more languages than one in particular localities. The other difficulty, the Report itself answers satisfactorily. In regard to that I may say that we have only Malayalam and Tamil in this country. In the taluks of Tovala, Agastisvaram and Shencotta, Tamil may be made the medium of instruction. In other taluks, Malayalam may be the medium of instruction, provided also that in places like Trivandrum, where a section of the population is composed of Tamilians, both languages may be adopted. In the Vanchiyur school, for instance, we will find that a number of Tamil classes will be necessary.

MR. A. EASWARA PILLAI (*Kottarakara*): May I know whether the member is in favour of the retention of Vernacular middle schools?

MR. A. THANU PILLAI (*Trivandrum—Rural*): I am against a system of education where purely for literary purposes two sets of schools are allowed to exist.

MR. A. EASWARA PILLAI (*Kottarakara*): Then may I know whether the member is in favour of vocational bias schools?

MR. A. THANU PILLAI (*Trivandrum—Rural*): My position is that vocational bias schools may be tried. But I am not quite optimistic of the results of that trial. Anyhow let us see whether such schools will work in selected areas in selected systems of study. I am of opinion that the general level of culture will go down unless we see that English schools are increased in number. According to me, out of about 25,000 students attending classes VI, VII, VIII, and IX in the State, the majority will go without facilities for continuing their education unless you satisfy two conditions—the number of English schools should be increased and also the cost of English education should be lowered. These two conditions have to be satisfied. That is what I have to impress upon the House.

As for the cost it must be said that the State cannot meet it. That problem has not been worked out either in the Report. That is to say, the cost of converting the existing Vernacular middle schools into English schools, Forms I to IV, has not been worked out.

DEPUTY PRESIDENT: Time is up.

MR. N. JOHN JOSEPH (*Nominated*): സർ, അധ്യക്ഷത്തടെ പ്രതിനിധിയായ എനിക്കു് സംസാരിക്കുന്നതിനു് കൂടുതൽ സമയം തരണമെന്നു് ഞാൻ അപേക്ഷിക്കുന്നു.

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DEPUTY PRESIDENT: മെമ്പർക്ക് പത്തു മിനിട്ട് സമയം അനുവദിച്ചിട്ടുണ്ട്. ആ സമയത്തിനകത്തു പ്രസംഗം തീർക്കുകയും വേണം.

MR. N. JOHN JOSEPH (*Nominated*): ഇന്നിവിടെ സമർപ്പിച്ചിരിക്കുന്ന സ്റ്റാത്താംകമ്മറ്റി റിപ്പോർട്ട് നിമിത്തം മലയാളവിദ്യാഭ്യാസത്തിന്റെ മാഹാത്മ്യം കുറഞ്ഞു പോകുമോ എന്ന് സംശയിക്കേണ്ടിയിരിക്കുന്നു. വിദ്യാഭ്യാസം നിർബന്ധിതം ആക്കി തീർക്കേണ്ടതിനെപ്പറ്റി റിപ്പോർട്ടിൽ കായ്മായി ഉടനടി ചെയ്യേണ്ട വ്യവസ്ഥകൾ ഒന്നും തന്നെ ഇല്ല. നൂതനമായി ഒരു ചട്ടമുണ്ടാക്കി ചില സ്ഥലങ്ങളിൽ എങ്കിലും വിദ്യാഭ്യാസം നിർബന്ധമാക്കേണ്ടതിനു അത്യാവശ്യമുള്ള ന്യായങ്ങൾ ഈ റിപ്പോർട്ടിൽനിന്നു തന്നെ ഉദ്ധരിക്കാവുന്നതാണ്.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): May I know whether Mr. Statham follows the speech?

DEPUTY PRESIDENT: That is not a matter which concerns you. (*Laughter*)

MR. N. JOHN JOSEPH (*Nominated*): വിദ്യാലയങ്ങളിൽ പോകാൻ പ്രായമുള്ള ഓരോ വർഗ്ഗത്തിലുമുള്ളവരുടെ മൊത്ത സംഖ്യയും ഇപ്പോൾ പോകുന്നവരുടെ സംഖ്യയും തമ്മിൽ ഉള്ള താരതമ്യം ഫ ഫ ഠ ൽ റിപ്പോർട്ടിൽ കാണിച്ചിട്ടുള്ളതു പിശകാണെന്നും നമുക്കു അതിന്റെ താരതമ്യത്തെപ്പറ്റി അഭിമാനിക്കാൻ യാതൊന്നും ഇല്ലെന്നും റിപ്പോർട്ടിൽ കാണുന്ന സ്ഥിതിക്കും ഈ രാജ്യത്തിലെ ആകെയുള്ള വരവിൽ പകുതിയോളം വിദ്യാഭ്യാസത്തിനു വേണ്ടി ചിലവാക്കുന്ന സ്ഥിതിക്കും വിദ്യാഭ്യാസം നിർബന്ധവിഷയമാക്കാതെ ഇന്നത്തെ രീതിയിൽ തന്നെ തുടർന്നു കൊണ്ടു പോകുന്നതായിരുന്നാൽ എല്ലാ വർഗ്ഗക്കാരെയും അഭ്യസ്തവിദ്യരാക്കണമെന്നുള്ള ഗവണ്മെൻറിന്റെ ഉദ്ദേശം സഫലമാകുന്നതിനു എത്രകാലം കാത്തിരുന്നാലും സാദ്ധ്യമല്ല. ഇംഗ്ലീഷ് വിദ്യാഭ്യാസം ഈ രാജ്യത്തു ഏർപ്പെടുത്തിയിട്ടു ഫ ഫ ഒ വർഷങ്ങൾ ആയിട്ടുണ്ട്. ഇംഗ്ലീഷ് വിദ്യാഭ്യാസത്തിലേക്കു ജനങ്ങളെ ആകർഷിക്കുന്നതിനായി ആദ്യകാലത്തു ഓരോ വിദ്യാർത്ഥിക്കും രണ്ടു രൂപാ വീതം വേതനം കൊടുത്തുവന്നിരുന്നു. അതിനുശേഷം ഫീസ് ഇല്ലാതെ എല്ലാവരേയും ഇംഗ്ലീഷ് പഠിപ്പിച്ചു. പിന്നീടു നാമമാത്രമായി നാലണാ ഫീസ് നിശ്ചയിച്ചു ഇംഗ്ലീഷ് പഠിപ്പിച്ചു. ഈ പ്രകാരത്തിൽ പഠിപ്പിച്ചതിനുശേഷം ക്രമേണയാണു ഇന്നത്തെ ഫീസിന്റെ തുക വർദ്ധിച്ചിട്ടുള്ളതു. ഈ കാലഘട്ടങ്ങളിൽ ഒന്നും തന്നെ അധഃകൃതർക്കു സ്കൂളിൽ പ്രവേശനം ഉണ്ടായിരുന്നില്ല. അധഃകൃതർക്കു പ്രവേശനം കിട്ടി തുടങ്ങിയിട്ടു ഫ ഠ വർഷമേ ആയിട്ടുള്ളൂ.

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എന്നിട്ടും അധഃകൃതരിൽനിന്നും ഒരൊറ ബി. എ. ക്കാരനെ എങ്കിലും കിട്ടുന്നതിന് ഗവണ്മെൻറിൽനിന്നും ചെയ്തിട്ടുള്ള സൌകര്യങ്ങളും സൗജന്യങ്ങളും പര്യാപ്തമായി തീർന്നിട്ടില്ല എന്നു വ്യസനസമേതം പറയേണ്ടിയിരിക്കുന്നു. ഈ റിപ്പോർട്ടിലും ഫീസ് സൌജന്യം ചെയ്യണമെന്നു കാണുന്നുണ്ട്. അധഃകൃതവിദ്യാർത്ഥികൾ മറ്റു വിദ്യാർത്ഥികളോടു മത്സരിച്ചു ഫീസ് സൌജന്യം കയ്ക്കലാക്കണമെന്നാണ് നിശ്ചയിച്ചിരിക്കുന്നതു്.

"We recommend therefore, that fee concessions should only be granted to pupils who have shown, by examination, that they are of more than average ability and who, at the same time, have been certified as poor."

സകലവിധസുഖാനുഭവങ്ങളും അനുഭവിച്ചു് ധനവാന്മാരായി ജീവിക്കുന്ന അഭ്യസ്തവിദ്യസ്തരായ മാതാപിതാക്കന്മാരുടെ സന്താനങ്ങളോടു് കേവലം വെയിലും മഴയും ഏറ്റു് പട്ടിണിക്കാരായി കഴിയുന്നവരുടെ സന്താന പരമ്പരകൾ മത്സരിച്ചു് സാമർത്ഥ്യംകാണിച്ചു് ഫീസ് സൌജന്യം സമ്പാദിക്കണമെന്നു് നിശ്ചയിച്ചിരിക്കുന്നതു്, ഒരിക്കലും ആശാസ്യകരമായ ഒരു സംഗതിയല്ല. അതിനാൽ സാർവത്രികമായി ഫീസ് സൌജന്യം ഇപ്പോഴത്തെ രീതിയിൽതന്നെ തുടർന്നുകൊണ്ടുപോകേണ്ടതും രണ്ടുവർഷം തോറുപോയാൽ മൂന്നാമത്തെ വർഷത്തിൽ ഫീസ് സൌജന്യം കൊടുക്കേണ്ട എന്നു് തീരുമാനിക്കുകയും ചെയ്യണം. മൂന്നാമത്തെ വർഷത്തിൽ ജയിക്കുകയാണെങ്കിൽ ഫീസ് സൌജന്യം വീണ്ടും തുടരേണ്ടതാണു്. ഫീസ് സൌജന്യസംഗതിയിൽ ഇങ്ങിനെ ഒരു ഭേദഗതി അത്യാവശ്യമാണു്. ഇംഗ്ലീഷ് വിദ്യാഭ്യസനത്തിനു് സവർണ്ണസമുദായങ്ങൾക്കു പ്രാരംഭഘട്ടത്തിൽ ചെയ്തുകൊടുത്തിട്ടുള്ള സൌജന്യങ്ങളെല്ലാം അധഃകൃതരെ സംബന്ധിച്ചിടത്തോളം ചെയ്തുതരേണ്ടതു് അത്യാവശ്യമാണു്. അങ്ങിനെ ഓരോ താലൂക്കിലും രണ്ടോ മൂന്നോ ബി. എ–ക്കാരെങ്കിലും അധഃകൃതരിൽനിന്നും ഉണ്ടാകുന്നതുവരെ ഈ ഏർപ്പാടു് തുടർന്നുകൊണ്ടുപോകണമെന്നു് ഞാൻ ഗവണ്മെൻറിനോടു് അപേക്ഷിച്ചുകൊള്ളുന്നു.

കൃഷിസംപ്രദായങ്ങളെപ്പറ്റി അധഃകൃതരെ പഠിപ്പിക്കേണ്ടയാവശ്യമില്ല. അധഃകൃതർക്കു് ഭൂമിയില്ല. ആകാശത്തിൽ കൃഷിചെയ്യാൻ സാധിക്കുകയുമില്ല. സവർണ്ണക്രൈസ്തവരുടേയും ഹിന്ദുക്കളുടേയും ഭൂമികളിലാണു് അവർ കൃഷിചെയ്യുന്നതു്. ആ സ്ഥിതിക്കു് ഈ സഭയോ മറ്റേതെങ്കിലും സമുദായക്കാരോ ഞങ്ങളുടെ ഫീസ് സൌജന്യകാര്യത്തിൽ വിരോധികൾ ആയിരിക്കുകയില്ല എന്നുള്ളതു് നിശ്ചയമാണു്.

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[Mr. N. John Joseph.]

അധഃകൃതക്കുള്ള അപൂർണ്ണവിദ്യാലയങ്ങൾ നിർത്തണമെന്നു പറഞ്ഞുകാണുന്നു. അങ്ങിനെ ഒരിക്കലും ചെയ്യാൻപാടില്ല. അങ്ങിനെ ചെയ്താൽ അധഃകൃതർക്ക് ഇപ്പോഴുള്ള വിദ്യാഭ്യാസംതന്നെ നഷ്ടമായിതീരുന്നതാണ്. പരിശോധനഉദ്യോഗസ്ഥന്മാരായ ഇൻസ്പെക്ടറന്മാർ മൂന്നോ നാലോ വർഷത്തേക്ക് ഈ കാര്യത്തിൽ ശ്രദ്ധ പതിപ്പിച്ചാൽ അപൂർണ്ണവിദ്യാലയങ്ങളെല്ലാം പൂർണ്ണവിദ്യാലയങ്ങളായിത്തീരുന്നതാണ്. അവർ സ്കൂളുകളുടെ ഗ്രേഡ് വർദ്ധിപ്പിക്കുന്നകാര്യത്തിൽ അവർക്കുള്ള പ്രേരകശക്തി പതിപ്പിച്ചുകാണുന്നില്ല. അധഃകൃതർക്ക് നിർബന്ധവിദ്യാഭ്യാസം ഏർപ്പെടുത്തണം. ജനപ്രതിനിധിസഭ മുതലായ സ്ഥാപനങ്ങളിൽ പ്രവേശിച്ച് അവർക്ക് ഉപകാരപ്രദങ്ങളായപ്രവൃത്തികൾ നടത്തുന്നതിനു വിദ്യാഭ്യാസം ഇല്ലാതെ സാധിക്കുകയില്ല. കാലതാമസംകൂടാതെ പുരുഷപ്രാപ്തിയുള്ളവർക്കെല്ലാം സമ്മതിദാനാവകാശം ലഭിക്കുമെന്നു വിചാരിക്കുവാൻ ന്യായം കാണുന്നുണ്ട്. വിദ്യാഭ്യാസംകൂടാതെ അധഃകൃതർക്കു അവരുടെ സമ്മതിദാനാവകാശം ഉപകാരപ്രദമായവിധത്തിൽ ഉപയോഗിക്കാൻ സാധിക്കുന്നതല്ല. മുനിസിപ്പാലിറ്റികളിലെങ്കിലും വിദ്യാഭ്യാസം നിർബന്ധമാക്കണം. അതിനാൽ അധഃകൃതർക്ക് ഇംഗ്ലീഷ്വിദ്യാഭ്യാസവും മറ്റു വിദ്യാഭ്യാസവും ലഭിക്കുന്നതിന് വേണ്ട സകലസൌജന്യങ്ങളും അനുവദിച്ചുതരേണ്ടതാണ്.

MR. T. P. RAMASUBBA AIYAR *(Nominated)*: I must join with the other members in congratulating the Committee in having brought out this Report. This is one of the few Committees constituted in Travancore which has finished its labours in such a short time and brought out a report which is at once weighty and useful.

I shall now proceed with the points in the order followed in the Report itself. The first suggestion made in the Report is that the Director should be the Educational Secretary to Government. I may say that I have had some experience of Secretariat work and I join with the opinion expressed by Mr. Changanachery Parameswaran Pillai. If this recommendation is accepted, similar claims from other heads of important departments such as the Chief Engineer, the Darbar Physician, etc., will have to be considered and a similar treatment given. This does not appear possible under present conditions. The Report says that it is the Assistant Secretary to Government that deals with educational matters and stands between the Director and the Government. This is not correct, because there is the Chief Secretary above the Assistant Secretary. The Assistant Secretary is only in initial charge of the Education Section. All papers pass on to the Chief Secretary and the Chief Secretary it is that sends them to the

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Dewan for orders. So far as the present Assistant Secretary is concerned, he is not new to the educational matters. The change proposed will come to pass when an Executive Council of Ministers is formed. Then the Director of Public Instruction will come under the responsible Minister or Member. I cannot, however, ignore the fact that the difficulties pointed out in dealing with educational matters have some foundation. To obviate them, I would suggest that an experienced officer of the Education Department be appointed as one of the Secretaries to Government when a vacancy occurs in that cadre. He should be one who has teaching, executive and University experience. He may be in charge of the educational portfolio and also other departments that may be assigned to him. I would commend this suggestion for consideration.

With regard to the Financial Assistant, for the reasons stated by the Director in his Report, an officer like that is in my view necessary. I would however emphasise the fact that the officer to be selected should be one from the Account Office. He may be an Assistant Account Officer, in the lower grade on Rs. 225-25-300.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): A little louder, please. I cannot hear.

MR. T. P. RAMASUBBA AIYAR (*Nominated*): The Financial Assistant should preferably be an officer from the Account Office. His services must be lent to the Director for a period of years. He may be under the Director's administrative control but should look for his promotions in the Account Office. The advantage to be obtained by such an arrangement will not be had if an officer in the Director's office or in his department is promoted as Financial Assistant. If necessary, the scale may be raised to Rs. 225 to 300.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Is not a Superintendent enough?

MR. T. P. RAMASUBBA AIYAR (*Nominated*): That may be enough. An experienced Superintendent may be sent from the Account Office.

In regard to the post of the Deputy Director, though the present Deputy Director gets a pay of Rs. 900, the scale proposed in the Report is only Rs. 300-600. If a Deputy Director on that scale is appointed, I do not think there should be any need for a Personal Assistant in the Director's Office, along with a Deputy Director and also a Manager under the Personal Assistant. (*Hear, hear*). I would, therefore, suggest for consideration whether the post of Personal Assistant to the Director may not be abolished.

With regard to the recommendations about inspection, there are some anomalies in the Report. It is proposed that the Assistant Divisional Inspectors also can inspect English High Schools. The scale of pay provided for these Assistant Divisional Inspectors is Rs. 175-20-275, whereas all English High Schools are under Headmasters who are on Rs. 200-300. It is an anomaly that the work of officers on higher

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[Mr. T. P. Ramasubba Aiyar.]

pay should be inspected by officers on lower pay. I would, therefore, suggest that the Divisional Inspectors should be asked to inspect English High Schools, and their Assistants should not be allowed to do it.

Similarly, there is an anomaly in regard to the Assistant Inspectresses also. According to the recommendations in the Report, they have to be under two officers, the Divisional Inspectors and the Chief Inspectress. This is an anomalous position. If, for the reasons stated in the Report, there is no harm in the Assistant Inspectors and Assistant Inspectresses inspecting boys' and girls' schools, the need for a Chief Inspectress and an Assistant Chief Inspectress, newly sought to be created, is not clear. I ask, whether these two posts may not be done away with, the entire inspection work in all schools being done by the rest of the inspecting agency. In the alternative, the girls' schools should be inspected by the Inspectress and her Assistants alone and the latter should not be under the control of Divisional Inspectors.

Coming to collegiate education, I agree that the B. A. classes in the Women's College may be closed. If it should serve any useful purpose, other groups must also be opened. Under the present circumstances, the best thing will be to close the B. A. classes completely.

I have objection however to the Intermediate classes of the Science College being transferred to the Arts College and the B. A. and Honours classes of the Arts College being transferred to the Science College. That means expenditure. The Intermediate classes are also now under the University of Madras, and there is no force in saying that they are only post-high-school classes. They may be left as they are until the Government take up the question of a Travancore University seriously for consideration. If and when that time arrives, the separation proposed may be done. As regards the duplication of courses of study now provided for in more than one college in the State, my view is that the question need be considered only for the future, when further new courses are sought to be opened. The present courses of study, now available in the local colleges, need not be abolished merely because we have them in other colleges in Travancore or in Cochin. If new courses are thought of, Government may start correspondence with other colleges in the State or in Cochin and then decide as to which college should undertake the provision of which group or course of study.

In regard to the Sanskrit College, there is some inconsistency in the recommendations made in the Report. In the case of the Intermediate classes of the Arts and the Science Colleges, the Committee deplore that they are affiliated to the Madras University and suggest that they must be dealt with separately as something different from the higher collegiate classes, since they are really only post-high-schoo

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classes. The proposal is that, though they are really under the University, they must be treated as though they do not form part of University education. On the other hand, in the case of the Sanskrit College, which is at present independent of the University of Madras, and quite free to develop in its own way, the Report suggests that it must get itself affiliated to the Madras University in the Siromani and Vidwan Tests provided by the Madras University. I cannot understand the reason for this.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Does the member realise that the Madras University Sanskrit Tests have wider and better prospects?

MR. T. P. RAMASUBBA AIYAR (*Nominated*): But Travancoreans will have difficulty in getting employed outside. The affiliation was attempted in the past, but it was not successful. We have got our Mahopadhyaya Test here over the Sanskrit Upadhyaya Test. The Committee say that the Mahopadhyaya class may be left as it is independently in the College. I do not see the force of reasoning here. I would therefore advocate that the College may be left alone.

MR. C. V. KUNJURAMAN (*Nominated*): ഇവിടെ ശിരോമണി മുതലായ പരീക്ഷകളം പാസ്സായിട്ടുള്ളവർക്ക് യാതൊരു പ്രോത്സാഹനവും കിട്ടുന്നില്ലെന്നു മെമ്പർക്കറിയാമോ?

MR. T. P. RAMASUBBA AIYAR (*Nominated*): That may be.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): We did not hear either the question or the answer. It is rather very difficult to complain very often.

DEPUTY PRESIDENT: I may say with regard to the complaint about not hearing, that a member has the right of being present in the House when another member talks, in the same way as a member has the right to speak but not to be heard. I am making this statement deliberately so that, if one's voice is not loud enough, the others have to take the chance. The Chair cannot put any compulsion on any member to speak louder than he can.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): May I request the President to move the Government to have some loud speakers in the Hall?

DEPUTY PRESIDENT: When such a proposal is put before the House according to law and in conformity with the rules by way of a resolution or by other means, that will be considered.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): If the President feels the necessity, could he not take some action?

DEPUTY PRESIDENT: It is not my business to pursue this. I am not going to waste public time. Mr. Asan may therefore carefully listen and possibly there are greater chances of hearing the members. Please proceed, Mr. Ramasubba Aiyar.

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MR. K. R. ELENKATH (*Kalkulam I*): Can the rest of the House take part in this discussion?

DEPUTY PRESIDENT: I decline to give a ruling.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I beg to submit that I am listening very carefully.

DEPUTY PRESIDENT: I congratulate you.

MR. T. P. RAMASUBBA AIYAR (*Nominated*): The Committee has also proposed the conversion of the existing Sanskrit schools with English bias in the State into English schools with Sanskrit bias. I am against it also.

With regard to the provision for residential accommodation in the colleges, there is no objection and it is a laudable suggestion that adequate accommodation should be provided in the hostels. But the element of compulsion that every student should be a resident in the hostel should be removed, and it should not also be a condition of admission of a student or of recognition in the case of aided schools. As another member indicated, if a parent of a boy or girl who is in the town is prepared to keep the boy or girl in his own house, which means in desirable environments, I do not see why such a boy or girl should be compelled to live in a hostel. As part of the scheme the Report advocates a common dining hall. That reform also should not be given effect to immediately. Where orthodox people belonging to different religions want separate dining halls, there must be provision for that.

Coming to religious instruction, I am at one with Mr. Changanachery Parameswaran Pillai in thinking that religious instruction as advocated in the Report is objectionable. It may be at present confined to the imparting of moral instruction alone: but if religious instruction is to be given, it should be given by teachers belonging to the communities to which the student belongs. The written consent of a parent is a meaningless safeguard as such consent may be had if religious instruction is made a condition of admission, at least informally by headmasters and managers of schools.

The suggestion about medical inspection in the Report is too drastic and unworkable. Medical inspection was tried here three or four years ago and it was found not very profitable unless remedial treatment is also provided immediately. There are about five lakhs of boys alone in the various departmental and aided schools and the total number of medical officers in the State is less than 200. It is therefore not possible to have all these boys examined, and even if they are examined, it is not quite easy to provide for remedial treatment. So, to make it compulsory and to make it also a condition for recognition in the case of aided schools is impracticable.

With regard to fee concessions, I support Mr. N. John Joseph in his request that, so far as the depressed class members are concerned,

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the rule should not be lightened. At present, they get the fee concession for two years. It is only when a student fails a second time that the concession should be withdrawn. That arrangement should continue.

In regard to the suggestion about the transfer of schools to private agencies, there are two important defects in the Report, namely, the improper realisation of the capacity of private agencies or local bodies to take over schools and the impossibility of local boards or other bodies coming into existence in the near future to take over the management. As Mr. E. V. Krishna Pillai pointed out, not one of the Municipal Councils is now in a condition to take over management of schools.

DEPUTY PRESIDENT: The discussion on this subject will stand adjourned till the afternoon of Tuesday next. We will adjourn now and meet again at 11 A. M. on Saturday.

The House adjourned at 5-3 P. M.

K. MADHAVA KURUP,
Secretary to the Sri Mulam Assembly.

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